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ABSTRACT

Volume 3 of a nine volume statistical report on a national survey (33 states) of the media and materials needs of special education teachers and students presents a statistical analysis of the media and material development needs in the areas of the speech/language impaired and physically/orthopedically handicapped. Demographic descriptions of teacher respondent populations are given and public and nonpublic school teachers are differentiated for each group. Subgroups of students having the greatest needs for instructional materials are classified according to chronological age, problem area, level of severity, functional level, or mode of communication. The top three curriculum clusters chosen by teachers of the speech/language impaired were expressive language development, receptive language development, and cognitive development. The top three curriculum clusters chosen by teachers of the physically/orthopedically handicapped were reading, perceptual motor development, and social development. (PHR/DB)

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NNA NATIONAL REPORT
VOLUME 3

SECTION I:
MEDIA AND MATERIALS
PRIORITY NEEDS

4. SPEECH/LANGUAGE IMPAIRED
5. PHYSICALLY/ ORTHOPEDICALLY HANDICAPPED

EC130825

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USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 4: TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED

SUBSECTION A. DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION ABOVE. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

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ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	30	0.8	1037	26.8	999	25.9
BACHELOR'S DEGREE	798	20.7	493	12.8	227	5.9
WORK BEYOND THE B.A.	974	25.2	493	12.8	110	2.8
MASTER'S DEGREE	1148	29.7	227	5.9	35	0.9
WORK BEYOND THE M.A.	692	17.9	231	6.0	52	1.3
PH.D., ED.D.	10	0.3	6	0.2	6	0.2
NONE	3	0.1	306	7.9	713	18.5
INVALID OR NO RESPONSE	209	5.4	1071	27.7	1722	44.6

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	278	7.2	463	12.0
1 TO 3 YEARS	1226	31.7	396	10.2
4 TO 7 YEARS	1305	33.8	158	4.1
8 TO 15 YEARS	788	20.4	89	2.3
16 OR MORE YEARS	210	5.4	38	1.0
NONE	2	0.1	1039	26.9
INVALID OR NO RESPONSE	55	1.4	1681	43.5

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Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
CLINICIAN/THERAPIST/PATHOLOGIST	3279	84.9
ITINERANT TEACHER	125	3.2
SPECIAL CLASS TEACHER -- ALL SUBJECTS	104	2.7
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	78	2.0
RESOURCE ROOM TEACHER	65	1.7
ITINERANT RESOURCE PERSON	29	0.8
DIAGNOSTIC/PRESCRIPTIVE TEACHER	27	0.7
REGULAR CLASSROOM TEACHER	18	0.5
HOME/HOSPITAL-BOUND TEACHER	1	0.0
MEDIA SPECIALIST OR LIBRARIAN	0	0.0
OTHER	51	1.3
INVALID OR NO RESPONSE	87	2.3

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
40 OR MORE	2605	67.4
30 TO 39	380	9.8
20 TO 29	358	9.3
10 TO 19	296	7.7
5 TO 9	121	3.1
4 OR FEWER	50	1.3
INVALID OR NO RESPONSE	54	1.4

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	2735	70.8
WITH INDIVIDUAL STUDENTS	1001	25.9
WITH LARGER GROUPS (7 OR MORE STUDENTS)	70	1.8
INVALID OR NO RESPONSE	58	1.5

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Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
5 TO 8	1523	39.4
ALL AGES	868	22.5
11 AND YOUNGER	827	21.4
9 TO 11	232	6.0
12 AND OLDER	94	2.4
12 TO 14	80	2.1
4 AND YOUNGER	77	2.0
15 TO 17	56	1.4
18 AND OLDER	39	1.0
INVALID OR NO RESPONSE	68	1.8

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	3303	85.5
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	208	5.4
PRIVATE OR NONPUBLIC AGENCY	37	1.0
OTHER AGENCY	258	6.7
INVALID OR NO RESPONSE	58	1.5

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	3344	86.5
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	242	6.3
SPECIAL EDUCATION RESIDENTIAL SCHOOL	122	3.2
DEVELOPMENTAL CENTER	34	0.9
CLINIC OR REHABILITATION AGENCY	18	0.5
HOSPITAL	14	0.4
OTHER FACILITY	36	0.9
INVALID OR NO RESPONSE	54	1.4

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Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
250 TO 499	1147	29.7
500 TO 999	1145	29.6
1,000 OR MORE	592	15.3
100 TO 249	351	9.1
LESS THAN 100	134	3.5
NOT APPLICABLE	421	10.9
INVALID OR NO RESPONSE	74	1.9

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	900	23.3
SMALL CITY (25,000 -- 100,000)	588	15.2
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	558	14.4
MEDIUM-SIZE CITY (100,000 -- 500,000)	466	12.1
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	463	12.0
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	421	10.9
LARGE CITY (500,000 OR LARGER)	401	10.4
INVALID OR NO RESPONSE	67	1.7

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SUBSECTION B. DISTRIBUTION OF ALL CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

PRESENTED ON THE FOLLOWING FOUR PAGES ARE THE CURRICULUM AREAS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION--THE DOMAIN FROM WHICH THE RESPONDENT'S TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT WERE SELECTED. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. EACH CURRICULUM AREA IS ONE OF A SET OF RELATED CURRICULUM AREAS CALLED A CURRICULUM CLUSTER. THE CURRICULUM AREAS ARE GROUPED WITHIN CURRICULUM CLUSTERS IN DECREASING FREQUENCY ORDER.

A CURRICULUM CLUSTER FREQUENCY IS DETERMINED BY THE NUMBER OF RESPONDENTS WHO SELECTED AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AMONG THEIR TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.* THUS, A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS. THE CLUSTERS THEMSELVES ARE PRESENTED IN DECREASING CLUSTER FREQUENCY ORDER; LISTED FIRST ARE THOSE FOR WHICH THE GREATEST PERCENTAGE OF RESPONDENTS CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THE CLUSTER AMONG HIS TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.

*IN CASES WHERE A RESPONDENT CHOSE TWO OR ALL THREE CURRICULUM AREAS WITHIN A GIVEN CLUSTER, HE STILL IS COUNTED AS ONLY ONE RESPONDENT FOR THAT CLUSTER. CONSEQUENTLY, THE TOTAL CLUSTER FREQUENCY IS NOT, IN GENERAL, EQUAL TO THE SUM OF THE FREQUENCIES OF CURRICULUM AREAS WITHIN THAT CLUSTER.

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DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
EXPRESSIVE LANGUAGE DEVELOPMENT	3217	83.3
CONNECTED SPEECH	1545	40.0
PRODUCTION OF PHRASES, SENTENCES	1166	30.2
SPEECH FLUENCY	931	24.1
PRODUCTION OF ISOLATED SPEECH SOUNDS	547	14.2
PRODUCTION OF WORDS	522	13.5
VOICE PRODUCTION	435	11.3
STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)	172	4.5
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	163	4.2
PURPOSE IN SPOKEN LANGUAGE (E.G., PERSUASION, DESCRIPTION)	124	3.2
RECEPTIVE LANGUAGE DEVELOPMENT	2095	54.2
AUDITORY COMPREHENSION	638	16.5
LISTENING SKILLS	486	12.6
UNDERSTANDING CONNECTED SPEECH	374	9.7
DISCRIMINATION OF SOUNDS	361	9.3
AUDITORY SEQUENTIAL MEMORY	280	7.2
UNDERSTANDING PHRASES AND SENTENCES	242	6.3
AWARENESS OF SOUNDS	63	1.6
ATTENDING TO SOUNDS	48	1.2
COGNITIVE DEVELOPMENT	1071	27.7
CONCEPT DEVELOPMENT/GENERALIZATION	623	16.1
ATTENDING/RESPONDING	200	5.2
REASONING/DECISION MAKING SKILLS	169	4.4
REMEMBERING	110	2.8
ASSOCIATION	57	1.5
COGNITIVE SEQUENCING	45	1.2
CLASSIFICATION	18	0.5
SOCIAL DEVELOPMENT	498	12.9
SELF-ACCEPTANCE	212	5.5
SELF-EXPRESSION	195	5.0
APPROPRIATE SOCIAL BEHAVIOR	72	1.9
INTERPERSONAL RELATIONS	49	1.3
SELF-IDENTIFICATION	30	0.8
HUMAN SEXUALITY (SEX EDUCATION)	6	0.2

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DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING	377	9.8
READING VOCABULARY DEVELOPMENT	126	3.3
AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)	109	2.8
READING COMPREHENSION	86	2.2
WORD ATTACK SKILLS	55	1.4
REMEDIAL READING	32	0.8
VISUAL PERCEPTION FOR READING (FIGURE/GROUND, MEMORY, SEQUENCING)	20	0.5
READING APPRECIATION/RECREATIONAL READING	2	0.1
PERCEPTUAL/MOTOR DEVELOPMENT	289	7.5
AUDITORY PERCEPTION	181	4.7
SENSORY MOTOR INTEGRATION	45	1.2
FINE MOTOR DEVELOPMENT	26	0.7
VISUAL PERCEPTION	14	0.4
GROSS MOTOR DEVELOPMENT	14	0.4
KINESTHETIC PERCEPTION	12	0.3
BODY AWARENESS	9	0.2
TACTILE PERCEPTION	4	0.1
LANGUAGE ARTS	138	3.6
GRAMMAR	92	2.4
SPELLING	24	0.6
COMPOSITION	15	0.4
CREATIVE WRITING	6	0.2
STUDY AND REFERENCE SKILLS	4	0.1
HANDWRITING	3	0.1
TYPING	3	0.1
CAREER EDUCATION	49	1.3
JOB PREPARATION/SKILLS DEVELOPMENT	25	0.6
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	13	0.3
VOCATIONAL ADJUSTMENT	7	0.2
JOB SEEKING/INTERVIEW SKILLS	5	0.1
EXPLORATION OF CAREERS	4	0.1
AWARENESS OF PEOPLE AND THEIR WORK	2	0.1

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DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
MATHEMATICS	48	1.2
COMPUTATION	20	0.5
PROBLEM SOLVING/MATHEMATICS APPLICATION	11	0.3
MEASUREMENT, TIME, MONEY	6	0.2
MATHEMATICS READINESS (E.G., VOCABULARY, RELATIONSHIPS)	4	0.1
NUMERATION	2	0.1
DECIMALS, PERCENTAGE, RATIO, FRACTIONS	2	0.1
CONSUMER MATHEMATICS	2	0.1
GEOMETRY/ALGEBRA	2	0.1
METRIC SYSTEM	1	0.0
DAILY LIVING SKILLS	37	1.0
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	24	0.6
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	5	0.1
LIFE-LONG LEISURE SKILLS	5	0.1
CHILD CARE	3	0.1
FOOD PREPARATION	1	0.0
DRIVER'S EDUCATION	1	0.0
SOCIAL SCIENCE	12	0.3
GEOGRAPHY	7	0.2
HISTORY	5	0.1
SOCIOLOGY/SOCIAL PROBLEMS	2	0.1
CITIZENSHIP RESPONSIBILITIES	1	0.0
PSYCHOLOGY	0	0.0
POLITICAL SCIENCE/GOVERNMENT	0	0.0
ECONOMICS	0	0.0
PHYSICAL EDUCATION	10	0.3
RHYTHM AND MOVEMENT	6	0.2
PHYSICAL FITNESS AND EXERCISE	5	0.1
SPORTS AND GAMES	1	0.0

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DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
NATURAL AND PHYSICAL SCIENCE	7	0.2
LIFE SCIENCE (E.G., PLANTS, MAMMALS, INSECTS)	3	0.1
HUMAN PHYSIOLOGY AND REPRODUCTION	3	0.1
PHYSICAL SCIENCE (E.G., ELECTRICITY, MAGNETISM, SIMPLE MACHINES)	2	0.1
CHEMISTRY	2	0.1
EARTH SCIENCE (E.G., LAND FORMS, MINERALS, WEATHER)	2	0.1
ENVIRONMENTAL SCIENCE/ECOLOGY	1	0.0
HEALTH AND SAFETY	7	0.2
PHYSICAL HEALTH/NUTRITION	3	0.1
MENTAL HEALTH	2	0.1
DRUG EDUCATION (DRUGS, ALCOHOL, TOBACCO)	2	0.1
FIRST AID/SAFETY EDUCATION	1	0.0
FINE ARTS	2	0.1
SKILL DEVELOPMENT IN ARTS AND CRAFTS	2	0.1
APPRECIATION OF ARTS, CRAFTS, MUSIC	1	0.0
SKILL DEVELOPMENT IN MUSIC	0	0.0

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SUBSECTION C. LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

ON THE FOLLOWING TWO PAGES IS A LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA AND MATERIALS DEVELOPMENT SELECTED BY THE RESPONDENT POPULATION ABOVE. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. THE CURRICULUM AREAS APPEAR IN DECREASING FREQUENCY ORDER.

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CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
CONNECTED SPEECH	1545	40.0
PRODUCTION OF PHRASES, SENTENCES	1166	30.2
SPEECH FLUENCY	931	24.1
AUDITORY COMPREHENSION	638	16.5
CONCEPT DEVELOPMENT/GENERALIZATION	623	16.1
PRODUCTION OF ISOLATED SPEECH SOUNDS	547	14.2
PRODUCTION OF WORDS	522	13.5
LISTENING SKILLS	486	12.6
VOICE PRODUCTION	435	11.3
UNDERSTANDING CONNECTED SPEECH	374	9.7
DISCRIMINATION OF SOUNDS	361	9.3
AUDITORY SEQUENTIAL MEMORY	280	7.2
UNDERSTANDING PHRASES AND SENTENCES	242	6.3
SELF-ACCEPTANCE	212	5.5
ATTENDING/RESPONDING	200	5.2
SELF-EXPRESSION	195	5.0
AUDITORY PERCEPTION	181	4.7
STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)	172	4.5
REASONING/DECISION MAKING SKILLS	169	4.4
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	163	4.2
READING VOCABULARY DEVELOPMENT	126	3.3

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CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
PURPOSE IN SPOKEN LANGUAGE (E.G., PERSUASION, DESCRIPTION)	124	3.2
REMEMBERING	110	2.8
AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)	109	2.8
GRAMMAR	92	2.4

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SUBSECTION D. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM AREAS LISTED IN SUBSECTION C

EACH OF THE HIGHEST PRIORITY CURRICULUM AREAS LISTED IN SUBSECTION C WAS EXPLORED IN DEPTH THROUGH A SERIES OF QUESTIONS ANSWERED BY THE RESPONDENT POPULATION IN RELATION TO THAT PRIORITIZED CURRICULUM AREA. JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE, THE PRIORITIZED CURRICULUM AREA IS IDENTIFIED. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE THAT PARTICULAR CURRICULUM AREA AS EITHER THEIR FIRST, SECOND, OR THIRD PRIORITY. FOR EXAMPLE, THE CURRICULUM AREA "CONNECTED SPEECH" IS THE MOST FREQUENTLY CITED AS AN AREA OF HIGH PRIORITY MATERIALS NEEDS, CHOSEN BY 1545 RESPONDENTS OR 40.0% OF RESPONDENT POPULATION 4.

BELOW THE NUMBER OF RESPONDENTS WHO CHOSE THIS CURRICULUM AREA AT LEAST ONCE APPEARS THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES THAT THE CURRICULUM AREA WAS SELECTED.* IN THE CASE OF OUR EXAMPLE, THE TOTAL FREQUENCY OF RESPONSE WAS 1713. IT IS THIS FIGURE, THE TOTAL FREQUENCY OF RESPONSES TO THE CURRICULUM AREA, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND THE FOUR PRIORITY RELATED QUESTIONS IN THE IN-DEPTH ANALYSIS.

THIS SUBSECTION CONSISTS OF A SEQUENCE OF THREE-PAGE ANALYSES OF THE PRIORITY-RELATED QUESTIONS, ONE SUCH SET FOR EACH PRIORITIZED CURRICULUM AREA LISTED IN SUBSECTION C. IN EACH CASE, PAGE 1 PRESENTS THE DISTRIBUTIONS OF SELECTED CHARACTERISTICS (I.E., CHRONOLOGICAL AGE, PROBLEM AREA, AND LEVEL OF SEVERITY) OF STUDENTS FOR WHOM MATERIALS NEEDS IN THE GIVEN CURRICULUM AREA ARE OF HIGHEST PRIORITY. THE MOST FREQUENTLY SELECTED LEVEL FOR ANY CHARACTERISTIC INDICATES THE TYPE OF STUDENT FOR WHICH THE NEED IS MOST CRITICAL. IN THE EXAMPLE, THE CURRICULUM AREA "CONNECTED SPEECH" IS MOST CRITICAL FOR STUDENTS AGED 5-8 (WITH 47.9% OF THE TOTAL RESPONSES), WHO HAVE PROBLEMS IN ARTICULATION AND LANGUAGE COMPREHENSION AND USE (43.1% AND 35.3%, RESPECTIVELY), AT A MODERATE LEVEL OF SEVERITY (56.6%).

PAGES 2 AND 3 OF EACH THREE-PAGE ANALYSIS CONTAIN THE RESPONSE FREQUENCIES TO THE FOUR PRIORITY-RELATED QUESTIONS WHICH APPEARED ON PAGES 4 AND 5 OF THE QUESTIONNAIRE.

THE FIRST QUESTION ASKS THE NUMBER OF STUDENTS FOR WHOM THE GIVEN PRIORITY IS CRITICAL. FROM THESE DATA, AN ESTIMATE OF THE NUMBER OF TARGET STUDENTS FOR MATERIALS DEVELOPMENT IN THIS PARTICULAR CURRICULUM AREA IS DERIVED. THIS ESTIMATE, TOGETHER WITH AN APPROXIMATE RANGE, APPEARS BELOW THE QUESTION. FOR THE EXAMPLE, THE ESTIMATED TARGET FIGURE IS 33,674 STUDENTS, WITH A RANGE BETWEEN 22,833 AND 44,515.

THE REMAINING THREE QUESTIONS DEAL WITH CURRENTLY USED MATERIALS FORMATS AND PREFERENCES FOR FORMATS IN WHICH DEVELOPMENT IS NEEDED, PRIMARY REASON WHY DEVELOPMENT IS NEEDED, AND INADEQUACIES OF CURRENTLY AVAILABLE MATERIALS IN THIS PARTICULAR CURRICULUM AREA.

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*RECALL THAT EACH CURRICULUM AREA WAS CHOSEN IN CONJUNCTION WITH A SET OF STUDENT CHARACTERISTICS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET, ALONG WITH THE CURRICULUM AREAS. IT IS THUS POSSIBLE (THOUGH IT TURNED OUT TO BE RARE) THAT A RESPONDENT COULD CHOOSE THE SAME CURRICULUM AREA TWO OR EVEN THREE TIMES (E.G., AS A FIRST PRIORITY FOR STUDENTS AT ONE AGE LEVEL, SAY, AND AS A SECOND AND/OR THIRD PRIORITY FOR STUDENTS AT ANOTHER AGE LEVEL). THUS, THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA MAY BE GREATER THAN THE NUMBER OF RESPONDENTS WHO CHOSE IT.

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONNECTED SPEECH

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	1545	40.0
TOTAL RESPONSES TO THIS PRIORITY AREA	1713	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	35	2.0
5 TO 8	820	47.9
9 TO 11	336	19.6
12 TO 14	71	4.1
15 TO 17	30	1.8
18 AND OVER	11	0.6
11 AND YOUNGER	340	19.8
12 AND OLDER	60	3.5
INVALID OR NO RESPONSE	10	0.6

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
ARTICULATION: SPEECH SOUND PRODUCTION	738	43.1
LANGUAGE COMPREHENSION AND USE	605	35.3
LANGUAGE USE	253	14.8
HEARING IMPAIRMENT	39	2.3
STUTTERING: REPETITION, PAUSES, PROLONGATION	26	1.5
VOICE: CHRONIC HOARSENESS, WEAKNESS	24	1.4
LANGUAGE COMPREHENSION	11	0.6
AUDITORY PERCEPTION	8	0.5
INVALID OR NO RESPONSE	9	0.5

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	969	56.6
SEVERE	672	39.2
MILD	64	3.7
INVALID OR NO RESPONSE	8	0.5

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PRIORITY CURRICULUM AREA: CONNECTED SPEECH

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	1545	40.0
TOTAL RESPONSES TO THIS PRIORITY AREA	1713	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	223	13.0
6 TO 15	560	32.7
16 TO 25	350	20.4
26 OR MORE	525	30.6
INVALID OR NO RESPONSE	55	3.2

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 22833 AND 44515 MIDPOINT 33674

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	1227	71.6
MAPS, CHARTS, PICTURES, FLASHCARDS	1081	63.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1029	60.1
WORKBOOKS, WORKTEXTS	873	51.0
CASSETTE AND REEL-TO-REEL TAPES	847	49.4
MANIPULATIVE OBJECTS AND TOOLS	747	43.6
FLANNEL BOARD MATERIALS	660	38.5
MAGAZINES, SPECIALIZED COMIC BOOKS	367	21.4
AUDIO FLASHCARDS	329	19.2
PROGRAMMED, SELF-INSTR. MATERIALS	317	18.5
MODELS	309	18.0
MULTIMEDIA KITS	286	16.7
RECORDS	269	15.7
FILMSTRIPS, SLIDES	166	9.7
FILMS, FILMLOOPS	100	5.8
SOUND FILMSTRIPS, SOUND SLIDES	98	5.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	76	4.4
VIDEOTAPES, CLOSED-CIRCUIT TV	61	3.6
COMPUTER-ASSISTED INSTR. MATERIALS	34	2.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1001	58.4
PROGRAMMED, SELF-INSTR. MATERIALS	840	49.0
MAGAZINES, SPECIALIZED COMIC BOOKS	710	41.4
GAMES, TOYS, PUZZLES	697	40.7
MULTIMEDIA KITS	656	38.3
CASSETTE AND REEL-TO-REEL TAPES	591	34.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	588	34.3
MAPS, CHARTS, PICTURES, FLASHCARDS	572	33.4
MANIPULATIVE OBJECTS AND TOOLS	565	33.0
AUDIO FLASHCARDS	557	32.5
FLANNEL BOARD MATERIALS	532	31.1
SOUND FILMSTRIPS, SOUND SLIDES	490	28.6
RECORDS	478	27.9
FILMSTRIPS, SLIDES	434	25.3
VIDEOTAPES, CLOSED-CIRCUIT TV	405	23.6
FILMS, FILMLOOPS	402	23.5
MODELS	369	21.5
COMPUTER-ASSISTED INSTR. MATERIALS	362	21.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	339	19.8

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PRIORITY CURRICULUM AREA: CONNECTED SPEECH

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	1545	40.0
TOTAL RESPONSES TO THIS PRIORITY AREA	1713	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	768	44.8
AVAILABLE MATERIALS TOO COSTLY	395	23.1
AVAILABLE MATERIALS POOR IN QUALITY	172	10.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	108	6.3
INVALID OR NO RESPONSE	270	15.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	659	38.5
INTEREST LEVEL INAPPROPRIATE	561	32.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	471	27.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	455	26.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	338	19.7
NOT RELEVANT TO MY CURRICULUM	307	17.9
POOR SEQUENCING OF LEARNING COMPONENTS	290	16.9
CONCEPT LEVEL INAPPROPRIATE	243	14.2
LANGUAGE LEVEL NOT UNIFORM	231	13.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	180	10.5
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	674	39.3
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	662	38.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	548	32.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	492	28.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	476	27.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	418	24.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	418	24.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	395	23.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	137	8.0
REQUIRES TOO MUCH TEACHER TRAINING	110	6.4
INADEQUATE TEACHER DIRECTIONS	89	5.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	515	30.1
POOR DURABILITY	362	21.1
DIFFICULT TO STORE/NOT PORTABLE	325	19.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	209	12.2
POOR AUDIO QUALITY	101	5.9
DIFFICULT TO OPERATE AND/OR USE	94	5.5
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	92	5.4
TOO DISTRACTING TO STUDENTS	75	4.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	16	0.9
INADEQUATE HEALTH AND SAFETY FEATURES	4	0.2

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ANALYSIS CF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF PHRASES, SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	1166	30.2
TOTAL RESPONSES TO THIS PRIORITY AREA	1212	

CHRONOLOGICAL AGE DISTRIBUTION	FREC.	PCT
4 OR UNDER	64	5.3
5 TO 8	631	52.1
9 TO 11	181	14.9
12 TO 14	37	3.1
15 TO 17	23	1.9
18 AND OVER	12	1.0
11 AND YOUNGER	198	16.3
12 AND OLDER	60	5.0
INVALID OR NO RESPONSE	6	0.5

DISTRIBUTION OF PROBLEM AREA	FREC.	PCT
LANGUAGE COMPREHENSION AND USE	527	43.5
ARTICULATION: SPEECH SOUND PRODUCTION	365	30.1
LANGUAGE USE	253	20.9
HEARING IMPAIRMENT	32	2.6
LANGUAGE COMPREHENSION	11	0.9
STUTTERING: REPETITION, PAUSES, PROLONGATION	8	0.7
AUDITORY PERCEPTION	5	0.4
VOICE: CHRONIC HOARSENESS, WEAKNESS	4	0.3
INVALID OR NO RESPONSE	7	0.6

DISTRIBUTION OF LEVEL OF SEVERITY	FREC.	PCT
MODERATE	596	49.2
SEVERE	577	47.6
MILD	32	2.6
INVALID OR NO RESPONSE	7	0.6

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PRIORITY CURRICULUM AREA: PRODUCTION OF PHRASES, SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	1166	30.2
TOTAL RESPONSES TO THIS PRIORITY AREA	1212	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	150	12.4
6 TO 15	427	35.2
16 TO 25	262	21.6
26 OR MORE	327	27.0
INVALID OR NO RESPONSE	46	3.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 15406 AND 30055 MIDPOINT 22731

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	850	70.1
MAPS, CHARTS, PICTURES, FLASHCARDS	788	65.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	676	55.8
MANIPULATIVE OBJECTS AND TOOLS	587	48.4
CASSETTE AND REEL-TO-REEL TAPES	552	45.5
WORKBOOKS, WORKTEXTS	541	44.6
FLANNEL BOARD MATERIALS	501	41.3
AUDIO FLASHCARDS	270	22.3
MODELS	257	21.2
MULTIMEDIA KITS	228	18.8
PROGRAMMED, SELF-INSTR. MATERIALS	216	17.8
MAGAZINES, SPECIALIZED COMIC BOOKS	208	17.2
RECORDS	192	15.8
FILMSTRIPS, SLIDES	94	7.8
SOUND FILMSTRIPS, SOUND SLIDES	54	4.5
VIDEOTAPES, CLOSED-CIRCUIT TV	51	4.2
FILMS, FILMLOOPS	47	3.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	44	3.6
COMPUTER-ASSISTED INSTR. MATERIALS	15	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	717	59.2
PROGRAMMED, SELF-INSTR. MATERIALS	577	47.6
GAMES, TOYS, PUZZLES	524	43.2
MAGAZINES, SPECIALIZED COMIC BOOKS	461	38.0
CASSETTE AND REEL-TO-REEL TAPES	458	37.8
MANIPULATIVE OBJECTS AND TOOLS	447	36.9
MAPS, CHARTS, PICTURES, FLASHCARDS	429	35.4
MULTIMEDIA KITS	424	35.0
AUDIO FLASHCARDS	416	34.3
FLANNEL BOARD MATERIALS	406	33.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	403	33.3
RECORDS	356	29.4
SOUND FILMSTRIPS, SOUND SLIDES	344	28.4
FILMSTRIPS, SLIDES	316	26.1
FILMS, FILMLOOPS	295	24.3
VIDEOTAPES, CLOSED-CIRCUIT TV	270	22.3
MODELS	266	21.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	245	20.2
COMPUTER-ASSISTED INSTR. MATERIALS	231	19.1

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF PHRASES, SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	1166	30.2
TOTAL RESPONSES TO THIS PRIORITY AREA	1212	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	548	45.2
AVAILABLE MATERIALS TOO COSTLY	293	24.2
AVAILABLE MATERIALS POOR IN QUALITY	105	8.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	53	4.4
INVALID OR NO RESPONSE	213	17.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	473	39.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	389	32.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	372	30.7
INTEREST LEVEL INAPPROPRIATE	367	30.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	253	20.9
POOR SEQUENCING OF LEARNING COMPONENTS	240	19.8
NOT RELEVANT TO MY CURRICULUM	236	19.5
CONCEPT LEVEL INAPPROPRIATE	217	17.9
LANGUAGE LEVEL NOT UNIFORM	186	15.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	117	9.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	514	42.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	471	38.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	391	32.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	352	29.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	337	27.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	302	24.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	282	23.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	281	23.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	112	9.2
REQUIRES TOO MUCH TEACHER TRAINING	91	7.5
INADEQUATE TEACHER DIRECTIONS	70	5.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	399	32.9
POOR DURABILITY	287	23.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	223	18.4
DIFFICULT TO STORE/NOT PORTABLE	209	17.2
TOO DISTRACTING TO STUDENTS	89	7.3
POOR AUDIO QUALITY	85	7.0
DIFFICULT TO OPERATE AND/OR USE	73	6.0
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	71	5.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	21	1.7
INADEQUATE HEALTH AND SAFETY FEATURES	4	0.3

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PRIORITY CURRICULUM AREA: SPEECH FLUENCY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	931	24.1
TOTAL RESPONSES TO THIS PRIORITY AREA	954	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	3	0.3
5 TO 8	252	26.4
9 TO 11	332	34.8
12 TO 14	91	9.5
15 TO 17	52	5.5
18 AND OVER	1	0.1
11 AND YOUNGER	165	17.3
12 AND OLDER	52	5.5
INVALID OR NO RESPONSE	6	0.6

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
STUTTERING: REPETITION, PAUSES, PROLONGATION	888	93.1
ARTICULATION: SPEECH SOUND PRODUCTION	28	2.9
LANGUAGE COMPREHENSION AND USE	14	1.5
VOICE: CHRONIC HOARSENESS, WEAKNESS	8	0.8
LANGUAGE USE	7	0.7
LANGUAGE COMPREHENSION	3	0.3
HEARING IMPAIRMENT	2	0.2
AUDITORY PERCEPTION	2	0.2
INVALID OR NO RESPONSE	2	0.2

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	534	56.0
SEVERE	382	40.0
MILD	36	3.8
INVALID OR NO RESPONSE	2	0.2

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PRIORITY CURRICULUM AREA: SPEECH FLUENCY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	931	24.1
TOTAL RESPONSES TO THIS PRIORITY AREA	954	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	709	74.3
6 TO 15	172	18.0
16 TO 25	11	1.2
26 OR MORE	18	1.9
INVALID OR NO RESPONSE	44	4.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2385 AND 7300 MIDPOINT 4843

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	686	71.9
CASSETTE AND REEL-TO-REEL TAPES	460	48.2
WORKBOOKS, WORKTEXTS	304	31.9
GAMES, TOYS, PUZZLES	286	30.0
MAPS, CHARTS, PICTURES, FLASHCARDS	266	27.9
MANIPULATIVE OBJECTS AND TOOLS	153	16.0
MAGAZINES, SPECIALIZED COMIC BOOKS	116	12.2
PROGRAMMED, SELF-INSTR. MATERIALS	107	11.2
FLANNEL BOARD MATERIALS	102	10.7
MODELS	102	10.7
AUDIO FLASHCARDS	60	6.3
VIDEOTAPES, CLOSED-CIRCUIT TV	37	3.9
RECORDS	35	3.7
MULTIMEDIA KITS	35	3.7
FILMSTRIPS, SLIDES	15	1.6
SOUND FILMSTRIPS, SOUND SLIDES	14	1.5
FILMS, FILMLOOPS	13	1.4
COMPUTER-ASSISTED INSTR. MATERIALS	6	0.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	5	0.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	578	60.6
PROGRAMMED, SELF-INSTR. MATERIALS	498	52.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	388	40.7
CASSETTE AND REEL-TO-REEL TAPES	349	36.6
MAGAZINES, SPECIALIZED COMIC BOOKS	328	34.4
VIDEOTAPES, CLOSED-CIRCUIT TV	327	34.3
MULTIMEDIA KITS	305	32.0
GAMES, TOYS, PUZZLES	272	28.5
SOUND FILMSTRIPS, SOUND SLIDES	267	28.0
RECORDS	253	26.5
FILMS, FILMLOOPS	231	24.2
FILMSTRIPS, SLIDES	223	23.4
COMPUTER-ASSISTED INSTR. MATERIALS	203	21.3
MAPS, CHARTS, PICTURES, FLASHCARDS	196	20.5
AUDIO FLASHCARDS	187	19.6
MODELS	182	19.1
MANIPULATIVE OBJECTS AND TOOLS	178	18.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	177	18.6
FLANNEL BOARD MATERIALS	153	16.0

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PRIORITY CURRICULUM AREA: SPEECH FLUENCY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	931	24.1
TOTAL RESPONSES TO THIS PRIORITY AREA	954	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	336	35.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	191	20.0
AVAILABLE MATERIALS POOR IN QUALITY	157	16.5
AVAILABLE MATERIALS TOO COSTLY	110	11.5
INVALID OR NO RESPONSE	160	16.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	301	31.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	209	21.9
NOT ENOUGH REPETITION, REINFORCEMENT	182	19.1
NOT RELEVANT TO MY CURRICULUM	141	14.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	138	14.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	131	13.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	110	11.5
CONCEPT LEVEL INAPPROPRIATE	92	9.6
POOR SEQUENCING OF LEARNING COMPONENTS	67	7.0
LANGUAGE LEVEL NOT UNIFORM	30	3.1
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	342	35.8
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	301	31.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	268	28.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	211	22.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	198	20.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	156	16.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	151	15.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	134	14.0
INADEQUATE TEACHER DIRECTIONS	91	9.5
REQUIRES TOO MUCH TEACHER TRAINING	80	8.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	43	4.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	314	32.9
DIFFICULT TO OPERATE AND/OR USE	61	6.4
POOR DURABILITY	59	6.2
DIFFICULT TO STORE/NOT PORTABLE	53	5.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	41	4.3
POOR AUDIO QUALITY	31	3.2
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	30	3.1
TOO DISTRACTING TO STUDENTS	19	2.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	0.5
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.2

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: AUDITORY COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	638	16.5
TOTAL RESPONSES TO THIS PRIORITY AREA	651	

CHRONOLOGICAL AGE DISTRIBUTION	FREC.	PCT
4 OR UNDER	35	5.4
5 TO 8	343	52.7
9 TO 11	110	16.9
12 TO 14	15	2.3
15 TO 17	16	2.5
18 AND OVER	9	1.4
11 AND YOUNGER	96	14.7
12 AND OLDER	22	3.4
INVALID OR NO RESPONSE	5	0.8

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	277	42.5
LANGUAGE COMPREHENSION	193	29.6
AUDITORY PERCEPTION	106	16.3
HEARING IMPAIRMENT	42	6.5
LANGUAGE USE	16	2.5
ARTICULATION: SPEECH SOUND PRODUCTION	12	1.8
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.2
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
INVALID OR NO RESPONSE	4	0.6

DISTRIBUTION OF LEVEL OF SEVERITY	FREC.	PCT
SEVERE	328	50.4
MODERATE	301	46.2
MILD	20	3.1
INVALID OR NO RESPONSE	2	0.3

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PRIORITY CURRICULUM AREA: AUDITORY COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	638	16.5
TOTAL RESPONSES TO THIS PRIORITY AREA	651	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	91	14.0
6 TO 15	265	40.7
16 TO 25	130	20.0
26 OR MORE	123	18.9
INVALID OR NO RESPONSE	42	6.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 6959 AND 13830 MIDPOINT 10395

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	414	63.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	376	57.8
CASSETTE AND REEL-TO-REEL TAPES	352	54.1
MAPS, CHARTS, PICTURES, FLASHCARDS	329	50.5
MANIPULATIVE OBJECTS AND TOOLS	304	46.7
WORKBOOKS, WORKTEXTS	277	42.5
FLANNEL BOARD MATERIALS	238	36.6
RECORDS	159	24.4
PROGRAMMED, SELF-INSTR. MATERIALS	139	21.4
AUDIO FLASHCARDS	133	20.4
MULTIMEDIA KITS	125	19.2
MODELS	89	13.7
MAGAZINES, SPECIALIZED COMIC BOOKS	82	12.6
FILMSTRIPS, SLIDES	51	7.8
SOUND FILMSTRIPS, SOUND SLIDES	37	5.7
FILMS, FILMLOOPS	35	5.4
VIDEOTAPES, CLOSED-CIRCUIT TV	20	3.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	19	2.9
COMPUTER-ASSISTED INSTR. MATERIALS	12	1.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	397	61.0
PROGRAMMED, SELF-INSTR. MATERIALS	315	48.4
CASSETTE AND REEL-TO-REEL TAPES	297	45.6
GAMES, TOYS, PUZZLES	297	45.6
AUDIO FLASHCARDS	255	39.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	254	39.0
MULTIMEDIA KITS	245	37.6
MANIPULATIVE OBJECTS AND TOOLS	230	35.3
MAGAZINES, SPECIALIZED COMIC BOOKS	226	34.7
FLANNEL BOARD MATERIALS	213	32.7
MAPS, CHARTS, PICTURES, FLASHCARDS	208	32.0
RECORDS	204	31.3
SOUND FILMSTRIPS, SOUND SLIDES	192	29.5
FILMSTRIPS, SLIDES	167	25.7
FILMS, FILMLOOPS	152	23.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	131	20.1
VIDEOTAPES, CLOSED-CIRCUIT TV	130	20.0
COMPUTER-ASSISTED INSTR. MATERIALS	123	18.9
MODELS	120	18.4

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: AUDITORY COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	638	16.5
TOTAL RESPONSES TO THIS PRIORITY AREA	651	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	270	41.5
AVAILABLE MATERIALS TOO COSTLY	141	21.7
AVAILABLE MATERIALS POOR IN QUALITY	80	12.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	33	5.1
INVALID OR NO RESPONSE	127	19.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	281	43.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	231	35.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	212	32.6
INTEREST LEVEL INAPPROPRIATE	197	30.3
CONCEPT LEVEL INAPPROPRIATE	182	28.0
POOR SEQUENCING OF LEARNING COMPONENTS	178	27.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	164	25.2
LANGUAGE LEVEL NOT UNIFORM	141	21.7
NOT RELEVANT TO MY CURRICULUM	118	18.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	73	11.2
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	263	40.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	246	37.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	242	37.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	225	34.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	223	34.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	203	31.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	167	25.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	152	23.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	89	13.7
REQUIRES TOO MUCH TEACHER TRAINING	44	6.8
INADEQUATE TEACHER DIRECTIONS	41	6.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	205	31.5
POOR DURABILITY	140	21.5
DIFFICULT TO STORE/NOT PORTABLE	114	17.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	93	14.3
POOR AUDIO QUALITY	85	13.1
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	60	9.2
DIFFICULT TO OPERATE AND/OR USE	43	6.6
TOO DISTRACTING TO STUDENTS	42	6.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	11	1.7
INADEQUATE HEALTH AND SAFETY FEATURES	3	0.5

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PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT/GENERALIZATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	623	16.1
TOTAL RESPONSES TO THIS PRIORITY AREA	632	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	39	6.2
5 TO 8	358	56.6
9 TO 11	82	13.0
12 TO 14	22	3.5
15 TO 17	11	1.7
18 AND OVER	7	1.1
11 AND YOUNGER	85	13.4
12 AND OLDER	23	3.6
INVALID OR NO RESPONSE	5	0.8

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	478	75.6
LANGUAGE COMPREHENSION	61	9.7
LANGUAGE USE	47	7.4
HEARING IMPAIRMENT	30	4.7
AUDITORY PERCEPTION	6	0.9
ARTICULATION: SPEECH SOUND PRODUCTION	3	0.5
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
STUTTERING: REPETITION, PAUSES, PROLONGATION	0	0.0
INVALID OR NO RESPONSE	7	1.1

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	318	50.3
SEVERE	298	47.2
MILD	10	1.6
INVALID OR NO RESPONSE	6	0.9

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PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT/GENERALIZATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	623	16.1
TOTAL RESPONSES TO THIS PRIORITY AREA	632	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	90	14.2
6 TO 15	268	42.4
16 TO 25	134	21.2
26 OR MORE	118	18.7
INVALID OR NO RESPONSE	22	3.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 6910 AND 13720 MIDPOINT 10315

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	420	66.5
MAPS, CHARTS, PICTURES, FLASHCARDS	411	65.0
MANIPULATIVE OBJECTS AND TOOLS	393	62.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	340	53.8
WORKBOOKS, WORKTEXTS	297	47.0
FLANNEL BOARD MATERIALS	264	41.8
CASSETTE AND REEL-TO-REEL TAPES	232	36.7
MULTIMEDIA KITS	132	20.9
MODELS	123	19.5
RECORDS	111	17.6
PROGRAMMED, SELF-INSTR. MATERIALS	106	16.8
MAGAZINES, SPECIALIZED COMIC BOOKS	104	16.5
AUDIO FLASHCARDS	96	15.2
FILMSTRIPS, SLIDES	65	10.3
FILMS, FILMLOOPS	42	6.6
SOUND FILMSTRIPS, SOUND SLIDES	41	6.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	33	5.2
VIDEOTAPES, CLOSED-CIRCUIT TV	24	3.8
COMPUTER-ASSISTED INSTR. MATERIALS	10	1.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	374	59.2
GAMES, TOYS, PUZZLES	310	49.1
PROGRAMMED, SELF-INSTR. MATERIALS	302	47.8
MANIPULATIVE OBJECTS AND TOOLS	297	47.0
MULTIMEDIA KITS	273	43.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	260	41.1
MAPS, CHARTS, PICTURES, FLASHCARDS	248	39.2
MAGAZINES, SPECIALIZED COMIC BOOKS	245	38.8
CASSETTE AND REEL-TO-REEL TAPES	239	37.8
FLANNEL BOARD MATERIALS	234	37.0
AUDIO FLASHCARDS	210	33.2
FILMSTRIPS, SLIDES	200	31.6
SOUND FILMSTRIPS, SOUND SLIDES	185	29.3
RECORDS	177	28.0
FILMS, FILMLOOPS	175	27.7
MODELS	145	22.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	140	22.2
VIDEOTAPES, CLOSED-CIRCUIT TV	134	21.2
COMPUTER-ASSISTED INSTR. MATERIALS	120	19.0

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT/GENERALIZATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	623	16.1
TOTAL RESPONSES TO THIS PRIORITY AREA	632	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	289	45.7
AVAILABLE MATERIALS TOO COSTLY	152	24.1
AVAILABLE MATERIALS POOR IN QUALITY	41	6.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	33	5.2
INVALID OR NO RESPONSE	117	18.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	261	41.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	241	38.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	224	35.4
INTEREST LEVEL INAPPROPRIATE	203	32.1
POOR SEQUENCING OF LEARNING COMPONENTS	192	30.4
CONCEPT LEVEL INAPPROPRIATE	187	29.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	145	22.9
LANGUAGE LEVEL NOT UNIFORM	137	21.7
NOT RELEVANT TO MY CURRICULUM	99	15.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	58	9.2
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	278	44.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	245	38.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	230	36.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	218	34.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	203	32.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	196	31.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	174	27.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	128	20.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	75	11.9
INADEQUATE TEACHER DIRECTIONS	38	6.0
REQUIRES TOO MUCH TEACHER TRAINING	34	5.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	177	28.0
POOR DURABILITY	144	22.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	125	19.8
DIFFICULT TO STORE/NOT PORTABLE	105	16.6
TOO DISTRACTING TO STUDENTS	49	7.8
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	41	6.5
POOR AUDIO QUALITY	38	6.0
DIFFICULT TO OPERATE AND/OR USE	31	4.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	12	1.9
INADEQUATE HEALTH AND SAFETY FEATURES	3	0.5

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF ISOLATED SPEECH SOUNDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	547	14.2
TOTAL RESPONSES TO THIS PRIORITY AREA	557	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	21	3.8
5 TO 8	347	62.3
9 TO 11	61	11.0
12 TO 14	12	2.2
15 TO 17	4	0.7
18 AND OVER	2	0.4
11 AND YOUNGER	96	17.2
12 AND OLDER	7	1.3
INVALID OR NO RESPONSE	7	1.3

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
ARTICULATION: SPEECH SOUND PRODUCTION	510	91.6
LANGUAGE COMPREHENSION AND USE	17	3.1
LANGUAGE USE	13	2.3
HEARING IMPAIRMENT	6	1.1
AUDITORY PERCEPTION	3	0.5
STUTTERING: REPETITION, PAUSES, PROLONGATION	2	0.4
LANGUAGE COMPREHENSION	1	0.2
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
INVALID OR NO RESPONSE	5	0.9

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	300	53.9
SEVERE	226	40.6
MILD	22	3.9
INVALID OR NO RESPONSE	9	1.6

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PRIORITY CURRICULUM AREA: PRODUCTION OF ISOLATED SPEECH SOUNDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	547	14.2
TOTAL RESPONSES TO THIS PRIORITY AREA	557	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	47	8.4
6 TO 15	127	22.8
16 TO 25	99	17.8
26 OR MORE	259	46.5
INVALID OR NO RESPONSE	25	4.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 9127 AND 17565 MIDPOINT 13346

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	440	79.0
MAPS, CHARTS, PICTURES, FLASHCARDS	338	60.7
WORKBOOKS, WORKTEXTS	326	58.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	307	55.1
CASSETTE AND REEL-TO-REEL TAPES	302	54.2
MANIPULATIVE OBJECTS AND TOOLS	222	39.9
FLANNEL BOARD MATERIALS	198	35.5
AUDIO FLASHCARDS	126	22.6
PROGRAMMED, SELF-INSTR. MATERIALS	113	20.3
RECORDS	112	20.1
MODELS	107	19.2
MAGAZINES, SPECIALIZED COMIC BOOKS	106	19.0
MULTIMEDIA KITS	93	16.7
FILMSTRIPS, SLIDES	63	11.3
SOUND FILMSTRIPS, SOUND SLIDES	36	6.5
FILMS, FILMLOOPS	32	5.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	32	5.7
VIDEOTAPES, CLOSED-CIRCUIT TV	19	3.4
COMPUTER-ASSISTED INSTR. MATERIALS	4	0.7

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	255	45.8
PROGRAMMED, SELF-INSTR. MATERIALS	222	39.9
CASSETTE AND REEL-TO-REEL TAPES	175	31.4
AUDIO FLASHCARDS	172	30.9
MULTIMEDIA KITS	171	30.7
GAMES, TOYS, PUZZLES	169	30.3
MAGAZINES, SPECIALIZED COMIC BOOKS	167	30.0
SOUND FILMSTRIPS, SOUND SLIDES	161	28.9
RECORDS	156	28.0
MAPS, CHARTS, PICTURES, FLASHCARDS	142	25.5
MANIPULATIVE OBJECTS AND TOOLS	138	24.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	137	24.6
FILMSTRIPS, SLIDES	136	24.4
FLANNEL BOARD MATERIALS	128	23.0
MODELS	122	21.9
FILMS, FILMLOOPS	121	21.7
VIDEOTAPES, CLOSED-CIRCUIT TV	115	20.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	113	20.3
COMPUTER-ASSISTED INSTR. MATERIALS	106	19.0

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ANALYSIS OF MECIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF ISOLATED SPEECH SOUNDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	547	14.2
TOTAL RESPONSES TO THIS PRIORITY AREA	557	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	243	43.6
AVAILABLE MATERIALS TOO COSTLY	132	23.7
AVAILABLE MATERIALS POOR IN QUALITY	41	7.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	27	4.8
INVALID OR NO RESPONSE	114	20.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	211	37.9
INTEREST LEVEL INAPPROPRIATE	155	27.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	110	19.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	87	15.6
NOT RELEVANT TO MY CURRICULUM	78	14.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	73	13.1
POOR SEQUENCING OF LEARNING COMPONENTS	53	9.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	52	9.3
CONCEPT LEVEL INAPPROPRIATE	50	9.0
LANGUAGE LEVEL NOT UNIFORM	31	5.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	190	34.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	184	33.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	145	26.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	144	25.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	133	23.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	101	18.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	101	18.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	98	17.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	32	5.7
INADEQUATE TEACHER DIRECTIONS	30	5.4
REQUIRES TOO MUCH TEACHER TRAINING	25	4.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	151	27.1
POOR DURABILITY	123	22.1
DIFFICULT TO STORE/NOT PORTABLE	82	14.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	63	11.3
POOR AUDIO QUALITY	41	7.4
TOO DISTRACTING TO STUDENTS	32	5.7
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	30	5.4
DIFFICULT TO OPERATE AND/OR USE	19	3.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	1.3
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.4

TEACHERS OF
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LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF WORDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	522	13.5
TOTAL RESPONSES TO THIS PRIORITY AREA	533	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	45	8.4
5 TO 8	287	53.8
9 TO 11	74	13.9
12 TO 14	8	1.5
15 TO 17	15	2.8
18 AND OVER	6	1.1
11 AND YOUNGER	69	12.9
12 AND OLDER	21	3.9
INVALID OR NO RESPONSE	8	1.5

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
ARTICULATION: SPEECH SOUND PRODUCTION	372	69.8
LANGUAGE COMPREHENSION AND USE	87	16.3
LANGUAGE USE	39	7.3
HEARING IMPAIRMENT	17	3.2
LANGUAGE COMPREHENSION	5	0.9
VOICE: CHRONIC HOARSENESS, WEAKNESS	2	0.4
AUDITORY PERCEPTION	2	0.4
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.2
INVALID OR NO RESPONSE	8	1.5

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	274	51.4
MODERATE	237	44.5
MILD	17	3.2
INVALID OR NO RESPONSE	5	0.9

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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PRIORITY CURRICULUM AREA: PRODUCTION OF WORDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	522	13.5
TOTAL RESPONSES TO THIS PRIORITY AREA	533	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	68	12.8
6 TO 15	139	26.1
16 TO 25	80	15.0
26 OR MORE	219	41.1
INVALID OR NO RESPONSE	27	5.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 7876 AND 15375 MIDPOINT 11626

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	415	77.9
MAPS, CHARTS, PICTURES, FLASHCARDS	354	66.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	288	54.0
WORKBOOKS, WORKTEXTS	280	52.5
CASSETTE AND REEL-TO-REEL TAPES	267	50.1
MANIPULATIVE OBJECTS AND TOOLS	233	43.7
FLANNEL BOARD MATERIALS	197	37.0
AUDIO FLASHCARDS	135	25.3
RECORDS	119	22.3
MAGAZINES, SPECIALIZED COMIC BOOKS	97	18.2
MODELS	93	17.4
MULTIMEDIA KITS	90	16.9
PROGRAMMED, SELF-INSTR. MATERIALS	87	16.3
FILMSTRIPS, SLIDES	58	10.9
SOUND FILMSTRIPS, SOUND SLIDES	39	7.3
FILMS, FILMLOOPS	27	5.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	24	4.5
VIDEOTAPES, CLOSED-CIRCUIT TV	15	2.8
COMPUTER-ASSISTED INSTR. MATERIALS	5	0.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	260	48.8
PROGRAMMED, SELF-INSTR. MATERIALS	219	41.1
GAMES, TOYS, PUZZLES	196	36.8
MAGAZINES, SPECIALIZED COMIC BOOKS	190	35.6
AUDIO FLASHCARDS	178	33.4
MANIPULATIVE OBJECTS AND TOOLS	173	32.5
CASSETTE AND REEL-TO-REEL TAPES	169	31.7
MAPS, CHARTS, PICTURES, FLASHCARDS	164	30.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	163	30.6
SOUND FILMSTRIPS, SOUND SLIDES	160	30.0
RECORDS	153	28.7
FLANNEL BOARD MATERIALS	153	28.7
MULTIMEDIA KITS	148	27.8
FILMSTRIPS, SLIDES	147	27.6
FILMS, FILMLOOPS	128	24.0
MODELS	107	20.1
VIDEOTAPES, CLOSED-CIRCUIT TV	104	19.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	103	19.3
COMPUTER-ASSISTED INSTR. MATERIALS	99	18.6

TEACHERS OF
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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF WORDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	522	13.5
TOTAL RESPONSES TO THIS PRIORITY AREA	533	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	258	48.4
AVAILABLE MATERIALS TOO COSTLY	110	20.6
AVAILABLE MATERIALS POOR IN QUALITY	36	6.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	25	4.7
INVALID OR NO RESPONSE	104	19.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	186	34.9
INTEREST LEVEL INAPPROPRIATE	157	29.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	154	28.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	151	28.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	108	20.3
NOT RELEVANT TO MY CURRICULUM	106	19.9
CONCEPT LEVEL INAPPROPRIATE	79	14.8
POOR SEQUENCING OF LEARNING COMPONENTS	67	12.6
LANGUAGE LEVEL NOT UNIFORM	55	10.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	51	9.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	197	37.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	175	32.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	174	32.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	146	27.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	129	24.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	119	22.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	117	22.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	116	21.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	50	9.4
REQUIRES TOO MUCH TEACHER TRAINING	25	4.7
INADEQUATE TEACHER DIRECTIONS	23	4.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	157	29.5
POOR DURABILITY	146	27.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	92	17.3
DIFFICULT TO STORE/NOT PORTABLE	75	14.1
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	41	7.7
POOR AUDIO QUALITY	38	7.1
TOO DISTRACTING TO STUDENTS	34	6.4
DIFFICULT TO OPERATE AND/OR USE	28	5.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	10	1.9
INADEQUATE HEALTH AND SAFETY FEATURES	3	0.6

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	486	12.6
TOTAL RESPONSES TO THIS PRIORITY AREA	488	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	20	4.1
5 TO 8	279	57.2
9 TO 11	63	12.9
12 TO 14	18	3.7
15 TO 17	3	0.6
18 AND OVER	0	0.0
11 AND YOUNGER	91	18.6
12 AND OLDER	11	2.3
INVALID OR NO RESPONSE	3	0.6

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	176	36.1
AUDITORY PERCEPTION	142	29.1
LANGUAGE COMPREHENSION	96	19.7
ARTICULATION: SPEECH SOUND PRODUCTION	29	5.9
HEARING IMPAIRMENT	26	5.3
LANGUAGE USE	14	2.9
VOICE: CHRONIC HOARSENESS, WEAKNESS	1	0.2
STUTTERING: REPETITION, PAUSES, PROLONGATION	0	0.0
INVALID OR NO RESPONSE	4	0.8

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	287	58.8
SEVERE	180	36.9
MILD	17	3.5
INVALID OR NO RESPONSE	4	0.8

TEACHERS OF
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PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	486	12.6
TOTAL RESPONSES TO THIS PRIORITY AREA	488	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	46	9.4
6 TO 15	186	38.1
16 TO 25	104	21.3
26 OR MORE	130	26.6
INVALID OR NO RESPONSE	22	4.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 6206 AND 12120 MIDPOINT 9163

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE AND REEL-TO-REEL TAPES	327	67.0
GAMES, TOYS, PUZZLES	299	61.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	258	52.9
WORKBOOKS, WORKTEXTS	230	47.1
MAPS, CHARTS, PICTURES, FLASHCARDS	211	43.2
MANIPULATIVE OBJECTS AND TOOLS	187	38.3
RECORDS	163	33.4
FLANNEL BOARD MATERIALS	157	32.2
AUDIO FLASHCARDS	99	20.3
MULTIMEDIA KITS	93	19.1
PROGRAMMED, SELF-INSTR. MATERIALS	86	17.6
MODELS	60	12.3
FILMSTRIPS, SLIDES	53	10.9
MAGAZINES, SPECIALIZED COMIC BOOKS	49	10.0
SOUND FILMSTRIPS, SOUND SLIDES	43	8.8
FILMS, FILMLOOPS	27	5.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	14	2.9
VIDEOTAPES, CLOSED-CIRCUIT TV	10	2.0
COMPUTER-ASSISTED INSTR. MATERIALS	5	1.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	271	55.5
CASSETTE AND REEL-TO-REEL TAPES	253	51.8
PROGRAMMED, SELF-INSTR. MATERIALS	247	50.6
AUDIO FLASHCARDS	197	40.4
GAMES, TOYS, PUZZLES	195	40.0
MULTIMEDIA KITS	189	38.7
RECORDS	184	37.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	181	37.1
SOUND FILMSTRIPS, SOUND SLIDES	165	33.8
MAGAZINES, SPECIALIZED COMIC BOOKS	158	32.4
MANIPULATIVE OBJECTS AND TOOLS	148	30.3
FLANNEL BOARD MATERIALS	132	27.0
MAPS, CHARTS, PICTURES, FLASHCARDS	129	26.4
FILMS, FILMLOOPS	121	24.8
FILMSTRIPS, SLIDES	119	24.4
VIDEOTAPES, CLOSED-CIRCUIT TV	104	21.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	92	18.9
MODELS	89	18.2
COMPUTER-ASSISTED INSTR. MATERIALS	87	17.8

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	486	12.6
TOTAL RESPONSES TO THIS PRIORITY AREA	488	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	209	42.8
AVAILABLE MATERIALS TOO COSTLY	139	28.5
AVAILABLE MATERIALS POOR IN QUALITY	41	8.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	21	4.3
INVALID OR NO RESPONSE	78	16.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	193	39.5
INTEREST LEVEL INAPPROPRIATE	151	30.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	131	26.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	128	26.2
CONCEPT LEVEL INAPPROPRIATE	108	22.1
POOR SEQUENCING OF LEARNING COMPONENTS	108	22.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	94	19.3
NOT RELEVANT TO MY CURRICULUM	82	16.8
LANGUAGE LEVEL NOT UNIFORM	76	15.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	57	11.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	192	39.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	183	37.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	176	36.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	171	35.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	146	29.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	139	28.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	113	23.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	103	21.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	60	12.3
REQUIRES TOO MUCH TEACHER TRAINING	30	6.1
INADEQUATE TEACHER DIRECTIONS	25	5.1
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	149	30.5
DIFFICULT TO STORE/NOT PORTABLE	87	17.8
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	83	17.0
POOR AUDIO QUALITY	82	16.8
POOR DURABILITY	69	14.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	39	8.0
TOO DISTRACTING TO STUDENTS	36	7.4
DIFFICULT TO OPERATE AND/OR USE	30	6.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	0.6
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.2

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PRIORITY CURRICULUM AREA: VOICE PRODUCTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	435	11.3
TOTAL RESPONSES TO THIS PRIORITY AREA	436	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	4	0.9
5 TO 8	140	32.1
9 TO 11	135	31.0
12 TO 14	25	5.7
15 TO 17	6	1.4
18 AND OVER	3	0.7
11 AND YOUNGER	105	24.1
12 AND OLDER	15	3.4
INVALID OR NO RESPONSE	3	0.7

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
VOICE: CHRONIC HOARSENESS, WEAKNESS	405	92.9
HEARING IMPAIRMENT	10	2.3
LANGUAGE COMPREHENSION AND USE	8	1.8
ARTICULATION: SPEECH SOUND PRODUCTION	7	1.6
LANGUAGE USE	4	0.9
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.2
LANGUAGE COMPREHENSION	0	0.0
AUDITORY PERCEPTION	0	0.0
INVALID OR NO RESPONSE	1	0.2

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	252	57.8
SEVERE	162	37.2
MILD	15	3.4
INVALID OR NO RESPONSE	7	1.6

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PRIORITY CURRICULUM AREA: VOICE PRODUCTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	435	11.3
TOTAL RESPONSES TO THIS PRIORITY AREA	436	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	330	75.7
6 TO 15	71	16.3
16 TO 25	6	1.4
26 OR MORE	9	2.1
INVALID OR NO RESPONSE	20	4.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1086 AND 3315 MIDPOINT 2201

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	330	75.7
CASSETTE AND REEL-TO-REEL TAPES	204	46.8
MAPS, CHARTS, PICTURES, FLASHCARDS	89	20.4
GAMES, TOYS, PUZZLES	87	20.0
WORKBOOKS, WORKTEXTS	59	13.5
MODELS	51	11.7
MANIPULATIVE OBJECTS AND TOOLS	41	9.4
PROGRAMMED, SELF-INSTR. MATERIALS	35	8.0
MAGAZINES, SPECIALIZED COMIC BOOKS	26	6.0
AUDIO FLASHCARDS	25	5.7
FLANNEL BOARD MATERIALS	24	5.5
RECORDS	14	3.2
FILMSTRIPS, SLIDES	13	3.0
MULTIMEDIA KITS	10	2.3
SOUND FILMSTRIPS, SOUND SLIDES	7	1.6
FILMS, FILMLOOPS	6	1.4
VIDEOTAPES, CLOSED-CIRCUIT TV	6	1.4
COMPUTER-ASSISTED INSTR. MATERIALS	3	0.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1	0.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	283	64.9
PROGRAMMED, SELF-INSTR. MATERIALS	229	52.5
CASSETTE AND REEL-TO-REEL TAPES	210	48.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	182	41.7
SOUND FILMSTRIPS, SOUND SLIDES	154	35.3
RECORDS	150	34.4
MODELS	150	34.4
MAGAZINES, SPECIALIZED COMIC BOOKS	144	33.0
GAMES, TOYS, PUZZLES	143	32.8
MULTIMEDIA KITS	122	28.0
FILMSTRIPS, SLIDES	120	27.5
FILMS, FILMLOOPS	118	27.1
MAPS, CHARTS, PICTURES, FLASHCARDS	113	25.9
VIDEOTAPES, CLOSED-CIRCUIT TV	106	24.3
AUDIO FLASHCARDS	95	21.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	91	20.9
MANIPULATIVE OBJECTS AND TOOLS	86	19.7
COMPUTER-ASSISTED INSTR. MATERIALS	83	19.0
FLANNEL BOARD MATERIALS	80	18.3

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PRIORITY CURRICULUM AREA: VOICE PRODUCTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	435	11.3
TOTAL RESPONSES TO THIS PRIORITY AREA	436	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	143	32.8
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	113	25.9
AVAILABLE MATERIALS POOR IN QUALITY	58	13.3
AVAILABLE MATERIALS TOO COSTLY	56	12.8
INVALID OR NO RESPONSE	66	15.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	90	20.6
NOT ENOUGH REPETITION, REINFORCEMENT	79	18.1
NOT RELEVANT TO MY CURRICULUM	70	16.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	61	14.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	43	9.9
CONCEPT LEVEL INAPPROPRIATE	36	8.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	36	8.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	31	7.1
POOR SEQUENCING OF LEARNING COMPONENTS	27	6.2
LANGUAGE LEVEL NOT UNIFORM	13	3.0
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	129	29.6
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	104	23.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	101	23.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	76	17.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	63	14.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	59	13.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	52	11.9
INADEQUATE TEACHER DIRECTIONS	41	9.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	40	9.2
REQUIRES TOO MUCH TEACHER TRAINING	37	8.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	30	6.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	107	24.5
POOR AUDIO QUALITY	38	8.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	25	5.7
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	22	5.0
POOR DURABILITY	21	4.8
DIFFICULT TO OPERATE AND/OR USE	19	4.4
DIFFICULT TO STORE/NOT PORTABLE	18	4.1
TOO DISTRACTING TO STUDENTS	9	2.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	0.7
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.5

TEACHERS OF
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LANGUAGE IMPAIRED

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PRIORITY CURRICULUM AREA: UNDERSTANDING CONNECTED SPEECH

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	374	9.7
TOTAL RESPONSES TO THIS PRIORITY AREA	378	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	20	5.3
5 TO 8	197	52.1
9 TO 11	53	14.0
12 TO 14	18	4.8
15 TO 17	8	2.1
18 AND OVER	7	1.9
11 AND YOUNGER	63	16.7
12 AND OLDER	11	2.9
INVALID OR NO RESPONSE	1	0.3

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	207	54.8
LANGUAGE COMPREHENSION	107	28.3
HEARING IMPAIRMENT	34	9.0
LANGUAGE USE	9	2.4
AUDITORY PERCEPTION	9	2.4
ARTICULATION: SPEECH SOUND PRODUCTION	6	1.6
STUTTERING: REPETITION, PAUSES, PROLONGATION	2	0.5
VOICE: CHRONIC HOARSENESS, WEAKNESS	1	0.3
INVALID OR NO RESPONSE	3	0.8

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	183	48.4
SEVERE	180	47.6
MILD	9	2.4
INVALID OR NO RESPONSE	6	1.6

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING CONNECTED SPEECH

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	374	9.7
TOTAL RESPONSES TO THIS PRIORITY AREA	378	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	76	20.1
6 TO 15	149	39.4
16 TO 25	76	20.1
26 OR MORE	48	12.7
INVALID OR NO RESPONSE	29	7.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3434 AND 6915 MIDPOINT 5175

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	223	59.0
MAPS, CHARTS, PICTURES, FLASHCARDS	216	57.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	208	55.0
MANIPULATIVE OBJECTS AND TOOLS	194	51.3
CASSETTE AND REEL-TO-REEL TAPES	179	47.4
WORKBOOKS, WORKTEXTS	165	43.7
FLANNEL BOARD MATERIALS	147	38.9
RECORDS	84	22.2
MODELS	84	22.2
MULTIMEDIA KITS	67	17.7
MAGAZINES, SPECIALIZED COMIC BOOKS	63	16.7
AUDIO FLASHCARDS	63	16.7
PROGRAMMED, SELF-INSTR. MATERIALS	61	16.1
FILMSTRIPS, SLIDES	31	8.2
SOUND FILMSTRIPS, SOUND SLIDES	24	6.3
FILMS, FILMLOOPS	22	5.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	18	4.8
VIDEOTAPES, CLOSED-CIRCUIT TV	10	2.6
COMPUTER-ASSISTED INSTR. MATERIALS	1	0.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	227	60.1
PROGRAMMED, SELF-INSTR. MATERIALS	182	48.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	155	41.0
CASSETTE AND REEL-TO-REEL TAPES	146	38.6
MULTIMEDIA KITS	145	38.4
MANIPULATIVE OBJECTS AND TOOLS	139	36.8
GAMES, TOYS, PUZZLES	138	36.5
AUDIO FLASHCARDS	136	36.0
MAGAZINES, SPECIALIZED COMIC BOOKS	135	35.7
MAPS, CHARTS, PICTURES, FLASHCARDS	134	35.4
RECORDS	116	30.7
SOUND FILMSTRIPS, SOUND SLIDES	115	30.4
FLANNEL BOARD MATERIALS	112	29.6
FILMSTRIPS, SLIDES	105	27.8
FILMS, FILMLOOPS	93	24.6
COMPUTER-ASSISTED INSTR. MATERIALS	85	22.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	81	21.4
VIDEOTAPES, CLOSED-CIRCUIT TV	79	20.9
MODELS	75	19.8

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING CCNNECTED SPEECH

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	374	9.7
TOTAL RESPONSES TO THIS PRIORITY AREA	378	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	145	38.4
AVAILABLE MATERIALS TOO COSTLY	93	24.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	40	10.6
AVAILABLE MATERIALS POOR IN QUALITY	35	9.3
INVALID OR NO RESPONSE	65	17.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	144	38.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	128	33.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	113	29.9
INTEREST LEVEL INAPPROPRIATE	107	28.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	94	24.9
CONCEPT LEVEL INAPPROPRIATE	93	24.6
POOR SEQUENCING OF LEARNING COMPONENTS	88	23.3
LANGUAGE LEVEL NOT UNIFORM	78	20.6
NOT RELEVANT TO MY CURRICULUM	72	19.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	33	8.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	151	39.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	148	39.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	128	33.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	117	31.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	106	28.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	97	25.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	94	24.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	70	18.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	46	12.2
REQUIRES TOO MUCH TEACHER TRAINING	26	6.9
INADEQUATE TEACHER DIRECTIONS	17	4.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	99	26.2
DIFFICULT TO STORE/NOT PORTABLE	78	20.6
POOR DURABILITY	67	17.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	56	14.8
POOR AUDIO QUALITY	44	11.6
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	28	7.4
TOO DISTRACTING TO STUDENTS	26	6.9
DIFFICULT TO OPERATE AND/OR USE	23	6.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	11	2.9
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.5

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: DISCRIMINATION OF SOUNDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	361	9.3
TOTAL RESPONSES TO THIS PRIORITY AREA	362	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	6	1.7
5 TO 8	223	61.6
9 TO 11	48	13.3
12 TO 14	9	2.5
15 TO 17	4	1.1
18 AND OVER	3	0.8
11 AND YOUNGER	60	16.6
12 AND OLDER	7	1.9
INVALID OR NO RESPONSE	2	0.6

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
ARTICULATION: SPEECH SOUND PRODUCTION	156	43.1
AUDITORY PERCEPTION	132	36.5
LANGUAGE COMPREHENSION AND USE	34	9.4
HEARING IMPAIRMENT	21	5.8
LANGUAGE COMPREHENSION	9	2.5
LANGUAGE USE	6	1.7
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.3
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
INVALID OR NO RESPONSE	3	0.8

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	196	54.1
SEVERE	149	41.2
MILD	17	4.7
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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PRIORITY CURRICULUM AREA: DISCRIMINATION OF SOUNDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	361	9.3
TOTAL RESPONSES TO THIS PRIORITY AREA	362	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	49	13.5
6 TO 15	112	30.9
16 TO 25	66	18.2
26 OR MORE	119	32.9
INVALID OR NO RESPONSE	16	4.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 4871 AND 9525 MIDPOINT 7198

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	238	65.7
CASSETTE AND REEL-TO-REEL TAPES	209	57.7
MAPS, CHARTS, PICTURES, FLASHCARDS	191	52.8
WORKBOOKS, WORKTEXTS	181	50.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	180	49.7
MANIPULATIVE OBJECTS AND TOOLS	122	33.7
FLANNEL BOARD MATERIALS	102	28.2
RECORDS	90	24.9
AUDIO FLASHCARDS	84	23.2
MODELS	66	18.2
PROGRAMMED, SELF-INSTR. MATERIALS	53	14.6
MULTIMEDIA KITS	51	14.1
MAGAZINES, SPECIALIZED COMIC BOOKS	37	10.2
FILMSTRIPS, SLIDES	34	9.4
SOUND FILMSTRIPS, SOUND SLIDES	21	5.8
FILMS, FILMLOOPS	14	3.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	9	2.5
VIDEOTAPES, CLOSED-CIRCUIT TV	8	2.2
COMPUTER-ASSISTED INSTR. MATERIALS	1	0.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	195	53.9
PROGRAMMED, SELF-INSTR. MATERIALS	162	44.8
CASSETTE AND REEL-TO-REEL TAPES	156	43.1
AUDIO FLASHCARDS	153	42.3
RECORDS	134	37.0
GAMES, TOYS, PUZZLES	134	37.0
SOUND FILMSTRIPS, SOUND SLIDES	124	34.3
MULTIMEDIA KITS	124	34.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	118	32.6
MAGAZINES, SPECIALIZED COMIC BOOKS	103	28.5
MANIPULATIVE OBJECTS AND TOOLS	98	27.1
MAPS, CHARTS, PICTURES, FLASHCARDS	97	26.8
FILMSTRIPS, SLIDES	91	25.1
FLANNEL BOARD MATERIALS	89	24.6
FILMS, FILMLOOPS	87	24.0
COMPUTER-ASSISTED INSTR. MATERIALS	73	20.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	72	19.9
VIDEOTAPES, CLOSED-CIRCUIT TV	71	19.6
MODELS	64	17.7

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: DISCRIMINATION OF SCUNDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	361	9.3
TOTAL RESPONSES TO THIS PRIORITY AREA	362	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	151	41.7
AVAILABLE MATERIALS TOO COSTLY	94	26.0
AVAILABLE MATERIALS POOR IN QUALITY	28	7.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	23	6.4
INVALID OR NO RESPONSE	66	18.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	147	40.6
INTEREST LEVEL INAPPROPRIATE	96	26.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	71	19.6
NOT RELEVANT TO MY CURRICULUM	63	17.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	62	17.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	58	16.0
CONCEPT LEVEL INAPPROPRIATE	50	13.8
POOR SEQUENCING OF LEARNING COMPONENTS	48	13.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	30	8.3
LANGUAGE LEVEL NOT UNIFORM	29	8.0
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	141	39.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	125	34.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	114	31.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	92	25.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	91	25.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	90	24.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	77	21.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	77	21.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	41	11.3
INADEQUATE TEACHER DIRECTIONS	25	6.9
REQUIRES TOO MUCH TEACHER TRAINING	18	5.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	95	26.2
POOR DURABILITY	68	18.8
POOR AUDIO QUALITY	63	17.4
DIFFICULT TO STORE/NOT PORTABLE	54	14.9
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	38	10.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	25	6.9
TOO DISTRACTING TO STUDENTS	24	6.6
DIFFICULT TO OPERATE AND/OR USE	15	4.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	1.9
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.6

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: AUDITORY SEQUENTIAL MEMORY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	280	7.2
TOTAL RESPONSES TO THIS PRIORITY AREA	280	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	7	2.5
5 TO 8	146	52.1
9 TO 11	58	20.7
12 TO 14	13	4.6
15 TO 17	6	2.1
18 AND OVER	3	1.1
11 AND YOUNGER	38	13.6
12 AND OLDER	9	3.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	108	38.6
AUDITORY PERCEPTION	87	31.1
LANGUAGE COMPREHENSION	39	13.9
LANGUAGE USE	23	8.2
ARTICULATION: SPEECH SOUND PRODUCTION	19	6.8
HEARING IMPAIRMENT	2	0.7
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
STUTTERING: REPETITION, PAUSES, PROLONGATION	0	0.0
INVALID OR NO RESPONSE	2	0.7

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	148	52.9
SEVERE	120	42.9
MILD	12	4.3
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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PRIORITY CURRICULUM AREA: AUDITORY SEQUENTIAL MEMORY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	280	7.2
TOTAL RESPONSES TO THIS PRIORITY AREA	280	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	59	21.1
6 TO 15	124	44.3
16 TO 25	53	18.9
26 OR MORE	33	11.8
INVALID OR NO RESPONSE	11	3.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2509 AND 5130 MIDPOINT 3820

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	156	55.7
CASSETTE AND REEL-TO-REEL TAPES	146	52.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	130	46.4
MAPS, CHARTS, PICTURES, FLASHCARDS	113	40.4
WORKBOOKS, WORKTEXTS	98	35.0
MANIPULATIVE OBJECTS AND TOOLS	96	34.3
FLANNEL BOARD MATERIALS	65	23.2
AUDIO FLASHCARDS	53	18.9
PROGRAMMED, SELF-INSTR. MATERIALS	48	17.1
RECORDS	45	16.1
MULTIMEDIA KITS	33	11.8
MODELS	27	9.6
MAGAZINES, SPECIALIZED COMIC BOOKS	21	7.5
FILMS, FILMLOOPS	14	5.0
FILMSTRIPS, SLIDES	14	5.0
SOUND FILMSTRIPS, SOUND SLIDES	9	3.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	9	3.2
VIDEOTAPES, CLOSED-CIRCUIT TV	3	1.1
COMPUTER-ASSISTED INSTR. MATERIALS	1	0.4

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	161	57.5
PROGRAMMED, SELF-INSTR. MATERIALS	138	49.3
CASSETTE AND REEL-TO-REEL TAPES	129	46.1
GAMES, TOYS, PUZZLES	126	45.0
AUDIO FLASHCARDS	110	39.3
MULTIMEDIA KITS	94	33.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	93	33.2
RECORDS	93	33.2
MANIPULATIVE OBJECTS AND TOOLS	86	30.7
MAPS, CHARTS, PICTURES, FLASHCARDS	85	30.4
SOUND FILMSTRIPS, SOUND SLIDES	82	29.3
MAGAZINES, SPECIALIZED COMIC BOOKS	80	28.6
FLANNEL BOARD MATERIALS	74	26.4
FILMS, FILMLOOPS	62	22.1
FILMSTRIPS, SLIDES	51	18.2
COMPUTER-ASSISTED INSTR. MATERIALS	48	17.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	43	15.4
VIDEOTAPES, CLOSED-CIRCUIT TV	43	15.4
MODELS	33	11.8

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: AUDITORY SEQUENTIAL MEMORY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	280	7.2
TOTAL RESPONSES TO THIS PRIORITY AREA	280	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	133	47.5
AVAILABLE MATERIALS TOO COSTLY	49	17.5
AVAILABLE MATERIALS POOR IN QUALITY	29	10.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	20	7.1
INVALID OR NO RESPONSE	49	17.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	114	40.7
INTEREST LEVEL INAPPROPRIATE	108	38.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	69	24.6
POOR SEQUENCING OF LEARNING COMPONENTS	62	22.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	58	20.7
CONCEPT LEVEL INAPPROPRIATE	54	19.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	41	14.6
NOT RELEVANT TO MY CURRICULUM	40	14.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	37	13.2
LANGUAGE LEVEL NOT UNIFORM	32	11.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	113	40.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	104	37.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	104	37.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	103	36.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	77	27.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	70	25.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	69	24.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	51	18.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	29	10.4
INADEQUATE TEACHER DIRECTIONS	14	5.0
REQUIRES TOO MUCH TEACHER TRAINING	10	3.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	101	36.1
POOR DURABILITY	37	13.2
DIFFICULT TO STORE/NOT PORTABLE	29	10.4
POOR AUDIO QUALITY	28	10.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	20	7.1
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	15	5.4
DIFFICULT TO OPERATE AND/OR USE	11	3.9
TOO DISTRACTING TO STUDENTS	11	3.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	1.8
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING PHRASES AND SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	242	6.3
TOTAL RESPONSES TO THIS PRIORITY AREA	243	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	24	9.9
5 TO 8	115	47.3
9 TO 11	41	16.9
12 TO 14	8	3.3
15 TO 17	4	1.6
18 AND OVER	10	4.1
11 AND YOUNGER	24	9.9
12 AND OLDER	16	6.6
INVALID OR NO RESPONSE	1	0.4

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	141	58.0
LANGUAGE COMPREHENSION	75	30.9
HEARING IMPAIRMENT	12	4.9
LANGUAGE USE	9	3.7
AUDITORY PERCEPTION	3	1.2
ARTICULATION: SPEECH SOUND PRODUCTION	2	0.8
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.4
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	156	64.2
MODERATE	83	34.2
MILD	3	1.2
INVALID OR NO RESPONSE	1	0.4

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: UNDERSTANDING PHRASES AND SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	242	6.3
TOTAL RESPONSES TO THIS PRIORITY AREA	243	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	39	16.0
6 TO 15	104	42.8
16 TO 25	50	20.6
26 OR MORE	39	16.0
INVALID OR NO RESPONSE	11	4.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2477 AND 4955 MIDPOINT 3716

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MAPS, CHARTS, PICTURES, FLASHCARDS	170	70.0
GAMES, TOYS, PUZZLES	161	66.3
MANIPULATIVE OBJECTS AND TOOLS	149	61.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	135	55.6
CASSETTE AND REEL-TO-REEL TAPES	117	48.1
FLANNEL BOARD MATERIALS	109	44.9
WORKBOOKS, WORKTEXTS	83	34.2
MODELS	60	24.7
RECORDS	54	22.2
AUDIO FLASHCARDS	46	18.9
MULTIMEDIA KITS	46	18.9
MAGAZINES, SPECIALIZED COMIC BOOKS	39	16.0
PROGRAMMED, SELF-INSTR. MATERIALS	37	15.2
FILMSTRIPS, SLIDES	19	7.8
SOUND FILMSTRIPS, SOUND SLIDES	12	4.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	10	4.1
VIDEOTAPES, CLOSED-CIRCUIT TV	9	3.7
FILMS, FILMLOOPS	8	3.3
COMPUTER-ASSISTED INSTR. MATERIALS	2	0.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	149	61.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	107	44.0
GAMES, TOYS, PUZZLES	105	43.2
PROGRAMMED, SELF-INSTR. MATERIALS	104	42.8
MAPS, CHARTS, PICTURES, FLASHCARDS	98	40.3
MANIPULATIVE OBJECTS AND TOOLS	90	37.0
CASSETTE AND REEL-TO-REEL TAPES	89	36.6
AUDIO FLASHCARDS	84	34.6
MULTIMEDIA KITS	84	34.6
MAGAZINES, SPECIALIZED COMIC BOOKS	83	34.2
FLANNEL BOARD MATERIALS	83	34.2
RECORDS	72	29.6
SOUND FILMSTRIPS, SOUND SLIDES	70	28.8
FILMSTRIPS, SLIDES	66	27.2
VIDEOTAPES, CLOSED-CIRCUIT TV	61	25.1
FILMS, FILMLOOPS	59	24.3
MODELS	54	22.2
COMPUTER-ASSISTED INSTR. MATERIALS	53	21.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	48	19.8

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PRIORITY CURRICULUM AREA: UNDERSTANDING PHRASES AND SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	242	6.3
TOTAL RESPONSES TO THIS PRIORITY AREA	243	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	114	46.9
AVAILABLE MATERIALS TOO COSTLY	46	18.9
AVAILABLE MATERIALS POOR IN QUALITY	26	10.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	16	6.6
INVALID OR NO RESPONSE	41	16.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	110	45.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	110	45.3
NOT ENOUGH REPETITION, REINFORCEMENT	96	39.5
CONCEPT LEVEL INAPPROPRIATE	84	34.6
INTEREST LEVEL INAPPROPRIATE	82	33.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	73	30.0
POOR SEQUENCING OF LEARNING COMPONENTS	70	28.8
NOT RELEVANT TO MY CURRICULUM	54	22.2
LANGUAGE LEVEL NOT UNIFORM	46	18.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	26	10.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	99	40.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	98	40.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	89	36.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	77	31.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	77	31.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	73	30.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	64	26.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	55	22.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	37	15.2
INADEQUATE TEACHER DIRECTIONS	22	9.1
REQUIRES TOO MUCH TEACHER TRAINING	17	7.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	82	33.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	65	26.7
POOR DURABILITY	57	23.5
DIFFICULT TO STORE/NOT PORTABLE	37	15.2
TOO DISTRACTING TO STUDENTS	30	12.3
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	22	9.1
DIFFICULT TO OPERATE AND/OR USE	20	8.2
POOR AUDIO QUALITY	19	7.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	8	3.3
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.8

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PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	212	5.5
TOTAL RESPONSES TO THIS PRIORITY AREA	223	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	2	0.9
5 TO 8	54	24.2
9 TO 11	71	31.8
12 TO 14	35	15.7
15 TO 17	15	6.7
18 AND OVER	2	0.9
11 AND YOUNGER	32	14.3
12 AND OLDER	12	5.4
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
STUTTERING: REPETITION, PAUSES, PROLONGATION	139	62.3
LANGUAGE COMPREHENSION AND USE	33	14.8
ARTICULATION: SPEECH SOUND PRODUCTION	18	8.1
HEARING IMPAIRMENT	12	5.4
VOICE: CHRONIC HOARSENESS, WEAKNESS	8	3.6
LANGUAGE USE	7	3.1
LANGUAGE COMPREHENSION	2	0.9
AUDITORY PERCEPTION	2	0.9
INVALID OR NO RESPONSE	2	0.9

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	107	48.0
SEVERE	106	47.5
MILD	10	4.5
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
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PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	212	5.5
TOTAL RESPONSES TO THIS PRIORITY AREA	223	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	127	57.0
6 TO 15	61	27.4
16 TO 25	9	4.0
26 OR MORE	14	6.3
INVALID OR NO RESPONSE	12	5.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1001 AND 2475 MIDPOINT 1738

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	152	68.2
CASSETTE AND REEL-TO-REEL TAPES	102	45.7
GAMES, TOYS, PUZZLES	94	42.2
MAPS, CHARTS, PICTURES, FLASHCARDS	89	39.9
WORKBOOKS, WORKTEXTS	70	31.4
MANIPULATIVE OBJECTS AND TOOLS	52	23.3
MAGAZINES, SPECIALIZED COMIC BOOKS	43	19.3
FLANNEL BOARD MATERIALS	41	18.4
PROGRAMMED, SELF-INSTR. MATERIALS	41	18.4
RECORDS	35	15.7
AUDIO FLASHCARDS	26	11.7
MODELS	25	11.2
MULTIMEDIA KITS	20	9.0
FILMSTRIPS, SLIDES	18	8.1
FILMS, FILMLOOPS	15	6.7
SOUND FILMSTRIPS, SOUND SLIDES	14	6.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	8	3.6
VIDEOTAPES, CLOSED-CIRCUIT TV	7	3.1
COMPUTER-ASSISTED INSTR. MATERIALS	7	3.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	111	49.8
MAGAZINES, SPECIALIZED COMIC BOOKS	109	48.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	108	48.4
PROGRAMMED, SELF-INSTR. MATERIALS	100	44.8
MULTIMEDIA KITS	93	41.7
VIDEOTAPES, CLOSED-CIRCUIT TV	81	36.3
SOUND FILMSTRIPS, SOUND SLIDES	80	35.9
CASSETTE AND REEL-TO-REEL TAPES	79	35.4
GAMES, TOYS, PUZZLES	77	34.5
FILMS, FILMLOOPS	73	32.7
FILMSTRIPS, SLIDES	68	30.5
RECORDS	62	27.8
MANIPULATIVE OBJECTS AND TOOLS	58	26.0
MODELS	57	25.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	55	24.7
AUDIO FLASHCARDS	55	24.7
FLANNEL BOARD MATERIALS	51	22.9
MAPS, CHARTS, PICTURES, FLASHCARDS	50	22.4
COMPUTER-ASSISTED INSTR. MATERIALS	47	21.1

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PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	212	5.5
TOTAL RESPONSES TO THIS PRIORITY AREA	223	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	79	35.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	39	17.5
AVAILABLE MATERIALS POOR IN QUALITY	33	14.8
AVAILABLE MATERIALS TOO COSTLY	32	14.3
INVALID OR NO RESPONSE	40	17.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	72	32.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	65	29.1
NOT RELEVANT TO MY CURRICULUM	46	20.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	46	20.6
NOT ENOUGH REPETITION, REINFORCEMENT	42	18.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	39	17.5
CONCEPT LEVEL INAPPROPRIATE	33	14.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	20	9.0
POOR SEQUENCING OF LEARNING COMPONENTS	17	7.6
LANGUAGE LEVEL NOT UNIFORM	12	5.4
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	83	37.2
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	80	35.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	60	26.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	55	24.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	39	17.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	38	17.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	36	16.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	34	15.2
REQUIRES TOO MUCH TEACHER TRAINING	19	8.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	18	8.1
INADEQUATE TEACHER DIRECTIONS	17	7.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	70	31.4
POOR DURABILITY	21	9.4
DIFFICULT TO OPERATE AND/OR USE	19	8.5
DIFFICULT TO STORE/NOT PORTABLE	17	7.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	16	7.2
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	16	7.2
POOR AUDIO QUALITY	11	4.9
TOO DISTRACTING TO STUDENTS	9	4.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	4	1.8
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.9

TEACHERS OF
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PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	200	5.2
TOTAL RESPONSES TO THIS PRIORITY AREA	201	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	23	11.4
5 TO 8	96	47.8
9 TO 11	21	10.4
12 TO 14	4	2.0
15 TO 17	2	1.0
18 AND OVER	7	3.5
11 AND YOUNGER	31	15.4
12 AND OLDER	16	8.0
INVALID OR NO RESPONSE	1	0.5

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	111	55.2
LANGUAGE COMPREHENSION	29	14.4
AUDITORY PERCEPTION	26	12.9
LANGUAGE USE	18	9.0
ARTICULATION: SPEECH SOUND PRODUCTION	10	5.0
HEARING IMPAIRMENT	4	2.0
STUTTERING: REPETITION, PAUSES, PROLONGATION	2	1.0
VOICE: CHRONIC HOARSENESS, WEAKNESS	1	0.5
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	127	63.2
MODERATE	72	35.8
MILD	2	1.0
INVALID OR NO RESPONSE	0	0.0

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PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	200	5.2
TOTAL RESPONSES TO THIS PRIORITY AREA	201	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	32	15.9
6 TO 15	77	38.3
16 TO 25	42	20.9
26 OR MORE	44	21.9
INVALID OR NO RESPONSE	6	3.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2310 AND 4565 MIDPOINT 3438

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	133	66.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	113	56.2
MANIPULATIVE OBJECTS AND TOOLS	112	55.7
CASSETTE AND REEL-TO-REEL TAPES	89	44.3
MAPS, CHARTS, PICTURES, FLASHCARDS	86	42.8
FLANNEL BOARD MATERIALS	70	34.8
WORKBOOKS, WORKTEXTS	63	31.3
RECORDS	58	28.9
MULTIMEDIA KITS	39	19.4
MODELS	33	16.4
PROGRAMMED, SELF-INSTR. MATERIALS	30	14.9
AUDIO FLASHCARDS	29	14.4
FILMSTRIPS, SLIDES	21	10.4
MAGAZINES, SPECIALIZED COMIC BOOKS	19	9.5
SOUND FILMSTRIPS, SOUND SLIDES	17	8.5
FILMS, FILMLOOPS	15	7.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	10	5.0
VIDEOTAPES, CLOSED-CIRCUIT TV	9	4.5
COMPUTER-ASSISTED INSTR. MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	96	47.8
GAMES, TOYS, PUZZLES	92	45.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	90	44.8
MANIPULATIVE OBJECTS AND TOOLS	89	44.3
CASSETTE AND REEL-TO-REEL TAPES	80	39.8
MULTIMEDIA KITS	71	35.3
RECORDS	70	34.8
PROGRAMMED, SELF-INSTR. MATERIALS	70	34.8
MAGAZINES, SPECIALIZED COMIC BOOKS	69	34.3
AUDIO FLASHCARDS	66	32.8
MAPS, CHARTS, PICTURES, FLASHCARDS	64	31.8
FLANNEL BOARD MATERIALS	63	31.3
SOUND FILMSTRIPS, SOUND SLIDES	56	27.9
FILMSTRIPS, SLIDES	51	25.4
FILMS, FILMLOOPS	48	23.9
VIDEOTAPES, CLOSED-CIRCUIT TV	47	23.4
MODELS	39	19.4
COMPUTER-ASSISTED INSTR. MATERIALS	37	18.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	35	17.4

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PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	200	5.2
TOTAL RESPONSES TO THIS PRIORITY AREA	201	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	81	40.3
AVAILABLE MATERIALS TOO COSTLY	33	16.4
AVAILABLE MATERIALS POOR IN QUALITY	32	15.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	28	13.9
INVALID OR NO RESPONSE	27	13.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	74	36.8
INTEREST LEVEL INAPPROPRIATE	67	33.3
NOT ENOUGH REPETITION, REINFORCEMENT	64	31.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	58	28.9
CONCEPT LEVEL INAPPROPRIATE	57	28.4
NOT RELEVANT TO MY CURRICULUM	53	26.4
LANGUAGE LEVEL NOT UNIFORM	41	20.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	35	17.4
POOR SEQUENCING OF LEARNING COMPONENTS	33	16.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	20	10.0
USE		
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	75	37.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	70	34.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	65	32.3
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	58	28.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	52	25.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	40	19.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	37	18.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	34	16.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	28	13.9
REQUIRES TOO MUCH TEACHER TRAINING	12	6.0
INADEQUATE TEACHER DIRECTIONS	12	6.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	51	25.4
POOR DURABILITY	38	18.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	30	14.9
DIFFICULT TO STORE/NOT PORTABLE	27	13.4
TOO DISTRACTING TO STUDENTS	20	10.0
POOR AUDIO QUALITY	19	9.5
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	16	8.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	9	4.5
DIFFICULT TO OPERATE AND/OR USE	8	4.0
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.5

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PRIORITY CURRICULUM AREA: SELF-EXPRESSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	195	5.0
TOTAL RESPONSES TO THIS PRIORITY AREA	210	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	5	2.4
5 TO 8	94	44.8
9 TO 11	39	18.6
12 TO 14	16	7.6
15 TO 17	10	4.8
18 AND OVER	2	1.0
11 AND YOUNGER	32	15.2
12 AND OLDER	12	5.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	79	37.6
STUTTERING: REPETITION, PAUSES, PROLONGATION	45	21.4
LANGUAGE USE	44	21.0
ARTICULATION: SPEECH SOUND PRODUCTION	26	12.4
HEARING IMPAIRMENT	12	5.7
VOICE: CHRONIC HOARSENESS, WEAKNESS	3	1.4
AUDITORY PERCEPTION	1	0.5
LANGUAGE COMPREHENSION	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	106	50.5
MODERATE	97	46.2
MILD	7	3.3
INVALID OR NO RESPONSE	0	0.0

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PRIORITY CURRICULUM AREA: SELF-EXPRESSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	195	5.0
TOTAL RESPONSES TO THIS PRIORITY AREA	210	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	51	24.3
6 TO 15	75	35.7
16 TO 25	35	16.7
26 OR MORE	37	17.6
INVALID OR NO RESPONSE	12	5.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2023 AND 4105 MIDPOINT 3064

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	133	63.3
MAPS, CHARTS, PICTURES, FLASHCARDS	117	55.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	116	55.2
MANIPULATIVE OBJECTS AND TOOLS	91	43.3
CASSETTE AND REEL-TO-REEL TAPES	85	40.5
WORKBOOKS, WORKTEXTS	81	38.6
FLANNEL BOARD MATERIALS	79	37.6
RECORDS	42	20.0
MAGAZINES, SPECIALIZED COMIC BOOKS	39	18.6
AUDIO FLASHCARDS	39	18.6
MODELS	36	17.1
MULTIMEDIA KITS	32	15.2
PROGRAMMED, SELF-INSTR. MATERIALS	25	11.9
FILMS, FILMLOOPS	18	8.6
FILMSTRIPS, SLIDES	17	8.1
SOUND FILMSTRIPS, SOUND SLIDES	14	6.7
VIDEOTAPES, CLOSED-CIRCUIT TV	5	2.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	4	1.9
COMPUTER-ASSISTED INSTR. MATERIALS	4	1.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	111	52.9
PROGRAMMED, SELF-INSTR. MATERIALS	87	41.4
MAGAZINES, SPECIALIZED COMIC BOOKS	86	41.0
CASSETTE AND REEL-TO-REEL TAPES	75	35.7
MULTIMEDIA KITS	73	34.8
GAMES, TOYS, PUZZLES	72	34.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	66	32.4
VIDEOTAPES, CLOSED-CIRCUIT TV	66	31.4
RECORDS	63	30.0
MAPS, CHARTS, PICTURES, FLASHCARDS	61	29.0
FILMSTRIPS, SLIDES	60	28.6
MANIPULATIVE OBJECTS AND TOOLS	60	28.6
SOUND FILMSTRIPS, SOUND SLIDES	59	28.1
FLANNEL BOARD MATERIALS	58	27.6
MODELS	51	24.3
FILMS, FILMLOOPS	50	23.8
AUDIO FLASHCARDS	46	21.9
COMPUTER-ASSISTED INSTR. MATERIALS	41	19.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	36	17.1

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-EXPRESSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	195	5.0
TOTAL RESPONSES TO THIS PRIORITY AREA	210	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	78	37.1
AVAILABLE MATERIALS TOO COSTLY	48	22.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	27	12.9
AVAILABLE MATERIALS POOR IN QUALITY	23	11.0
INVALID OR NO RESPONSE	34	16.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	90	42.9
INTEREST LEVEL INAPPROPRIATE	68	32.4
NOT ENOUGH REPETITION, REINFORCEMENT	57	27.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	56	26.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	53	25.2
CONCEPT LEVEL INAPPROPRIATE	46	21.9
NOT RELEVANT TO MY CURRICULUM	36	17.1
POOR SEQUENCING OF LEARNING COMPONENTS	32	15.2
LANGUAGE LEVEL NOT UNIFORM	27	12.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	24	11.4
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	72	34.3
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	70	33.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	62	29.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	48	22.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	45	21.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	45	21.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	44	21.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	42	20.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	21	10.0
REQUIRES TOO MUCH TEACHER TRAINING	14	6.7
INADEQUATE TEACHER DIRECTIONS	8	3.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	62	29.5
DIFFICULT TO STORE/NOT PORTABLE	37	17.6
POOR DURABILITY	31	14.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	30	14.3
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	15	7.1
DIFFICULT TO OPERATE AND/OR USE	12	5.7
POOR AUDIO QUALITY	10	4.8
TOO DISTRACTING TO STUDENTS	8	3.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	4	1.9
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.5

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: AUDITORY PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	181	4.7
TOTAL RESPONSES TO THIS PRIORITY AREA	181	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	8	4.4
5 TO 8	105	58.0
9 TO 11	25	13.8
12 TO 14	5	2.8
15 TO 17	0	0.0
18 AND OVER	2	1.1
11 AND YOUNGER	32	17.7
12 AND OLDER	2	1.1
INVALID OR NO RESPONSE	2	1.1

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
AUDITORY PERCEPTION	112	61.9
LANGUAGE COMPREHENSION AND USE	28	15.5
ARTICULATION: SPEECH SOUND PRODUCTION	16	8.8
LANGUAGE COMPREHENSION	9	5.0
HEARING IMPAIRMENT	7	3.9
LANGUAGE USE	5	2.8
VOICE: CHRONIC HOARSENESS, WEAKNESS	2	1.1
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.6
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	90	49.7
SEVERE	83	45.9
MILD	5	2.8
INVALID OR NO RESPONSE	3	1.7

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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PRIORITY CURRICULUM AREA: AUDITORY PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	181	4.7
TOTAL RESPONSES TO THIS PRIORITY AREA	181	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	40	22.1
6 TO 15	66	36.5
16 TO 25	37	20.4
26 OR MORE	33	18.2
INVALID OR NO RESPONSE	5	2.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1886 AND 3765 MIDPOINT 2826

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE AND REEL-TO-REEL TAPES	123	68.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	108	59.7
GAMES, TOYS, PUZZLES	106	58.6
WORKBOOKS, WORKTEXTS	69	38.1
MANIPULATIVE OBJECTS AND TOOLS	66	36.5
MAPS, CHARTS, PICTURES, FLASHCARDS	62	34.3
RECORDS	49	27.1
FLANNEL BOARD MATERIALS	46	25.4
AUDIO FLASHCARDS	29	16.0
PROGRAMMED, SELF-INSTR. MATERIALS	29	16.0
MULTIMEDIA KITS	27	14.9
MODELS	20	11.0
FILMSTRIPS, SLIDES	19	10.5
MAGAZINES, SPECIALIZED COMIC BOOKS	15	8.3
FILMS, FILMLOOPS	13	7.2
SOUND FILMSTRIPS, SOUND SLIDES	10	5.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	5	2.8
VIDEOTAPES, CLOSED-CIRCUIT TV	1	0.6
COMPUTER-ASSISTED INSTR. MATERIALS	1	0.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE AND REEL-TO-REEL TAPES	101	55.8
WORKBOOKS, WORKTEXTS	100	55.2
AUDIO FLASHCARDS	85	47.0
PROGRAMMED, SELF-INSTR. MATERIALS	83	45.9
GAMES, TOYS, PUZZLES	81	44.8
MULTIMEDIA KITS	78	43.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	67	37.0
MANIPULATIVE OBJECTS AND TOOLS	67	37.0
SOUND FILMSTRIPS, SOUND SLIDES	66	36.5
RECORDS	65	35.9
FLANNEL BOARD MATERIALS	56	30.9
MAGAZINES, SPECIALIZED COMIC BOOKS	54	29.8
MAPS, CHARTS, PICTURES, FLASHCARDS	51	28.2
FILMSTRIPS, SLIDES	43	23.8
FILMS, FILMLOOPS	42	23.2
MODELS	40	22.1
VIDEOTAPES, CLOSED-CIRCUIT TV	37	20.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	32	17.7
COMPUTER-ASSISTED INSTR. MATERIALS	31	17.1

TEACHERS OF
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LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: AUDITORY PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	181	4.7
TOTAL RESPONSES TO THIS PRIORITY AREA	181	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	60	33.1
AVAILABLE MATERIALS TOO COSTLY	43	23.8
AVAILABLE MATERIALS POOR IN QUALITY	19	10.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	18	9.9
INVALID OR NO RESPONSE	41	22.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	62	34.3
INTEREST LEVEL INAPPROPRIATE	56	30.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	42	23.2
CONCEPT LEVEL INAPPROPRIATE	35	19.3
POOR SEQUENCING OF LEARNING COMPONENTS	35	19.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	34	18.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	34	18.8
NOT RELEVANT TO MY CURRICULUM	29	16.0
LANGUAGE LEVEL NOT UNIFORM	26	14.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	22	12.2
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	68	37.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	62	34.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	55	30.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	51	28.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	50	27.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	45	24.9
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	41	22.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	39	21.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	23	12.7
REQUIRES TOO MUCH TEACHER TRAINING	10	5.5
INADEQUATE TEACHER DIRECTIONS	5	2.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	54	29.8
POOR AUDIO QUALITY	30	16.6
POOR DURABILITY	28	15.5
DIFFICULT TO STORE/NOT PORTABLE	27	14.9
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	18	9.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	11	6.1
DIFFICULT TO OPERATE AND/OR USE	11	6.1
TOO DISTRACTING TO STUDENTS	9	5.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.1
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	172	4.5
TOTAL RESPONSES TO THIS PRIORITY AREA	173	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	3	1.7
5 TO 8	77	44.5
9 TO 11	45	26.0
12 TO 14	11	6.4
15 TO 17	4	2.3
18 AND OVER	2	1.2
11 AND YOUNGER	22	12.7
12 AND OLDER	9	5.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	105	60.7
LANGUAGE USE	50	28.9
LANGUAGE COMPREHENSION	4	2.3
ARTICULATION: SPEECH SOUND PRODUCTION	4	2.3
HEARING IMPAIRMENT	4	2.3
STUTTERING: REPETITION, PAUSES, PROLONGATION	2	1.2
AUDITORY PERCEPTION	2	1.2
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
INVALID OR NO RESPONSE	2	1.2

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	91	52.6
SEVERE	74	42.8
MILD	5	2.9
INVALID OR NO RESPONSE	3	1.7

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PRIORITY CURRICULUM AREA: STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	172	4.5
TOTAL RESPONSES TO THIS PRIORITY AREA	173	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	24	13.9
6 TO 15	70	40.5
16 TO 25	34	19.7
26 OR MORE	42	24.3
INVALID OR NO RESPONSE	3	1.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2080 AND 4120 MIDPOINT 3100

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MAPS, CHARTS, PICTURES, FLASHCARDS	110	63.6
GAMES, TOYS, PUZZLES	110	63.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	102	59.0
WORKBOOKS, WORKTEXTS	84	48.6
MANIPULATIVE OBJECTS AND TOOLS	71	41.0
CASSETTE AND REEL-TO-REEL TAPES	70	40.5
FLANNEL BOARD MATERIALS	57	32.9
PROGRAMMED, SELF-INSTR. MATERIALS	41	23.7
MODELS	35	20.2
AUDIO FLASHCARDS	33	19.1
MAGAZINES, SPECIALIZED COMIC BOOKS	32	18.5
RECORDS	28	16.2
MULTIMEDIA KITS	28	16.2
FILMSTRIPS, SLIDES	9	5.2
SOUND FILMSTRIPS, SOUND SLIDES	6	3.5
FILMS, FILMLOOPS	5	2.9
VIDEOTAPES, CLOSED-CIRCUIT TV	5	2.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	3	1.7
COMPUTER-ASSISTED INSTR. MATERIALS	2	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	108	62.4
PROGRAMMED, SELF-INSTR. MATERIALS	87	50.3
MULTIMEDIA KITS	72	41.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	70	40.5
CASSETTE AND REEL-TO-REEL TAPES	67	38.7
GAMES, TOYS, PUZZLES	66	38.2
MAGAZINES, SPECIALIZED COMIC BOOKS	62	35.8
AUDIO FLASHCARDS	60	34.7
MAPS, CHARTS, PICTURES, FLASHCARDS	51	29.5
SOUND FILMSTRIPS, SOUND SLIDES	50	28.9
VIDEOTAPES, CLOSED-CIRCUIT TV	48	27.7
FILMSTRIPS, SLIDES	47	27.2
MANIPULATIVE OBJECTS AND TOOLS	46	26.6
FLANNEL BOARD MATERIALS	44	25.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	43	24.9
FILMS, FILMLOOPS	42	24.3
MODELS	42	24.3
RECORDS	37	21.4
COMPUTER-ASSISTED INSTR. MATERIALS	37	21.4

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PRIORITY CURRICULUM AREA: STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	172	4.5
TOTAL RESPONSES TO THIS PRIORITY AREA	173	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	61	35.3
AVAILABLE MATERIALS TOO COSTLY	42	24.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	18	10.4
AVAILABLE MATERIALS POOR IN QUALITY	16	9.2
INVALID OR NO RESPONSE	36	20.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	63	36.4
NOT ENOUGH REPETITION, REINFORCEMENT	58	33.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	54	31.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	51	29.5
INTEREST LEVEL INAPPROPRIATE	49	28.3
POOR SEQUENCING OF LEARNING COMPONENTS	29	16.8
LANGUAGE LEVEL NOT UNIFORM	28	16.2
NOT RELEVANT TO MY CURRICULUM	26	15.0
CONCEPT LEVEL INAPPROPRIATE	26	15.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	14	8.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	64	37.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	54	31.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	54	31.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	54	31.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	44	25.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	41	23.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	39	22.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	36	20.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	15	8.7
REQUIRES TOO MUCH TEACHER TRAINING	10	5.8
INADEQUATE TEACHER DIRECTIONS	9	5.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	50	28.9
POOR DURABILITY	31	17.9
DIFFICULT TO STORE/NOT PORTABLE	26	15.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	18	10.4
POOR AUDIO QUALITY	8	4.6
DIFFICULT TO OPERATE AND/OR USE	8	4.6
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	8	4.6
TOO DISTRACTING TO STUDENTS	6	3.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.2
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

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TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REASONING/DECISION MAKING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	169	4.4
TOTAL RESPONSES TO THIS PRIORITY AREA	170	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	0.6
5 TO 8	50	29.4
9 TO 11	50	29.4
12 TO 14	20	11.8
15 TO 17	4	2.4
18 AND OVER	1	0.6
11 AND YOUNGER	34	20.0
12 AND OLDER	10	5.9
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	121	71.2
LANGUAGE USE	19	11.2
LANGUAGE COMPREHENSION	11	6.5
HEARING IMPAIRMENT	10	5.9
ARTICULATION: SPEECH SOUND PRODUCTION	3	1.8
VOICE: CHRONIC HOARSENESS, WEAKNESS	2	1.2
AUDITORY PERCEPTION	2	1.2
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.6
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	96	56.5
SEVERE	69	40.6
MILD	5	2.9
INVALID OR NO RESPONSE	0	0.0

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PRIORITY CURRICULUM AREA: REASONING/DECISION MAKING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	169	4.4
TOTAL RESPONSES TO THIS PRIORITY AREA	170	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	23	13.5
6 TO 15	81	47.6
16 TO 25	31	18.2
26 OR MORE	28	16.5
INVALID OR NO RESPONSE	7	4.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1733 AND 3505 MIDPOINT 2619

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	85	50.0
WORKBOOKS, WORKTEXTS	81	47.6
MAPS, CHARTS, PICTURES, FLASHCARDS	81	47.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	78	45.9
MANIPULATIVE OBJECTS AND TOOLS	63	37.1
CASSETTE AND REEL-TO-REEL TAPES	54	31.8
MAGAZINES, SPECIALIZED COMIC BOOKS	33	19.4
FLANNEL BOARD MATERIALS	32	18.8
MODELS	20	11.8
RECORDS	18	10.6
PROGRAMMED, SELF-INSTR. MATERIALS	18	10.6
AUDIO FLASHCARDS	17	10.0
MULTIMEDIA KITS	17	10.0
FILMSTRIPS, SLIDES	9	5.3
FILMS, FILMLOOPS	7	4.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	5	2.9
SOUND FILMSTRIPS, SOUND SLIDES	2	1.2
VIDEOTAPES, CLOSED-CIRCUIT TV	2	1.2
COMPUTER-ASSISTED INSTR. MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	121	71.2
GAMES, TOYS, PUZZLES	84	49.4
MAGAZINES, SPECIALIZED COMIC BOOKS	83	48.8
PROGRAMMED, SELF-INSTR. MATERIALS	80	47.1
MANIPULATIVE OBJECTS AND TOOLS	69	40.6
MULTIMEDIA KITS	69	40.6
MAPS, CHARTS, PICTURES, FLASHCARDS	65	38.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	62	36.5
CASSETTE AND REEL-TO-REEL TAPES	61	35.9
FLANNEL BOARD MATERIALS	58	34.1
FILMSTRIPS, SLIDES	47	27.6
SOUND FILMSTRIPS, SOUND SLIDES	47	27.6
FILMS, FILMLOOPS	43	25.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	40	23.5
RECORDS	40	23.5
AUDIO FLASHCARDS	39	22.9
VIDEOTAPES, CLOSED-CIRCUIT TV	38	22.4
MODELS	35	20.6
COMPUTER-ASSISTED INSTR. MATERIALS	31	18.2

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TEACHERS OF
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LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REASONING/DECISION MAKING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	169	4.4
TOTAL RESPONSES TO THIS PRIORITY AREA	170	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	56	32.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	30	17.6
AVAILABLE MATERIALS POOR IN QUALITY	25	14.7
AVAILABLE MATERIALS TOO COSTLY	25	14.7
INVALID OR NO RESPONSE	34	20.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	62	36.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	58	34.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	57	33.5
NOT ENOUGH REPETITION, REINFORCEMENT	48	28.2
CONCEPT LEVEL INAPPROPRIATE	46	27.1
POOR SEQUENCING OF LEARNING COMPONENTS	42	24.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	35	20.6
NOT RELEVANT TO MY CURRICULUM	33	19.4
LANGUAGE LEVEL NOT UNIFORM	27	15.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	10	5.9
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	62	36.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	56	32.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	56	32.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	48	28.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	44	25.9
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	40	23.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	36	21.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	34	20.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	20	11.8
REQUIRES TOO MUCH TEACHER TRAINING	9	5.3
INADEQUATE TEACHER DIRECTIONS	7	4.1
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	54	31.8
POOR DURABILITY	23	13.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	21	12.4
DIFFICULT TO STORE/NOT PORTABLE	20	11.8
POOR AUDIO QUALITY	11	6.5
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	8	4.7
TOO DISTRACTING TO STUDENTS	7	4.1
DIFFICULT TO OPERATE AND/OR USE	4	2.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	1.8
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	163	4.2
TOTAL RESPONSES TO THIS PRIORITY AREA	168	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	68	40.5
5 TO 8	43	25.6
9 TO 11	10	6.0
12 TO 14	6	3.6
15 TO 17	3	1.8
18 AND OVER	1	0.6
11 AND YOUNGER	30	17.9
12 AND OLDER	7	4.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
ARTICULATION: SPEECH SOUND PRODUCTION	66	39.3
LANGUAGE COMPREHENSION AND USE	52	31.0
LANGUAGE USE	31	18.5
LANGUAGE COMPREHENSION	15	8.9
AUDITORY PERCEPTION	2	1.2
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.6
HEARING IMPAIRMENT	1	0.6
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	152	90.5
MODERATE	16	9.5
MILD	0	0.0
INVALID OR NO RESPONSE	0	0.0

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PRIORITY CURRICULUM AREA: PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	163	4.2
TOTAL RESPONSES TO THIS PRIORITY AREA	168	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	51	30.4
6 TO 15	74	44.0
16 TO 25	11	6.5
26 OR MORE	24	14.3
INVALID OR NO RESPONSE	8	4.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1295 AND 2840 MIDPOINT 2068

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	99	58.9
MANIPULATIVE OBJECTS AND TOOLS	73	43.5
GAMES, TOYS, PUZZLES	63	37.5
MODELS	37	22.0
CASSETTE AND REEL-TO-REEL TAPES	30	17.9
MAPS, CHARTS, PICTURES, FLASHCARDS	27	16.1
FLANNEL BOARD MATERIALS	25	14.9
RECORDS	21	12.5
WORKBOOKS, WORKTEXTS	16	9.5
MULTIMEDIA KITS	16	9.5
PROGRAMMED, SELF-INSTR. MATERIALS	13	7.7
AUDIO FLASHCARDS	12	7.1
VIDEOTAPES, CLOSED-CIRCUIT TV	11	6.5
MAGAZINES, SPECIALIZED COMIC BOOKS	10	6.0
FILMSTRIPS, SLIDES	7	4.2
SOUND FILMSTRIPS, SOUND SLIDES	5	3.0
FILMS, FILMLOOPS	4	2.4
COMPUTER-ASSISTED INSTR. MATERIALS	4	2.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	3	1.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	93	55.4
MANIPULATIVE OBJECTS AND TOOLS	70	41.7
WORKBOOKS, WORKTEXTS	62	36.9
GAMES, TOYS, PUZZLES	58	34.5
VIDEOTAPES, CLOSED-CIRCUIT TV	50	29.8
MODELS	47	28.0
FILMS, FILMLOOPS	46	27.4
SOUND FILMSTRIPS, SOUND SLIDES	46	27.4
MULTIMEDIA KITS	44	26.2
RECORDS	42	25.0
CASSETTE AND REEL-TO-REEL TAPES	40	23.8
PROGRAMMED, SELF-INSTR. MATERIALS	40	23.8
FILMSTRIPS, SLIDES	39	23.2
FLANNEL BOARD MATERIALS	39	23.2
MAGAZINES, SPECIALIZED COMIC BOOKS	38	22.6
MAPS, CHARTS, PICTURES, FLASHCARDS	37	22.0
AUDIO FLASHCARDS	35	20.8
COMPUTER-ASSISTED INSTR. MATERIALS	31	18.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	30	17.9

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PRIORITY CURRICULUM AREA: PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)

	FREQ.	PCT
RESPONCENTS CHOOSING THIS PRIORITY AREA	163	4.2
TOTAL RESPONSES TO THIS PRIORITY AREA	168	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	65	38.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	58	34.5
AVAILABLE MATERIALS POOR IN QUALITY	19	11.3
AVAILABLE MATERIALS TOO COSTLY	5	3.0
INVALID OR NO RESPONSE	21	12.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT RELEVANT TO MY CURRICULUM	44	26.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	33	19.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	30	17.9
INTEREST LEVEL INAPPROPRIATE	28	16.7
CONCEPT LEVEL INAPPROPRIATE	28	16.7
POOR SEQUENCING OF LEARNING COMPONENTS	26	15.5
NOT ENOUGH REPETITION, REINFORCEMENT	26	15.5
LANGUAGE LEVEL NOT UNIFORM	13	7.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	13	7.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	13	7.7
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	52	31.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	36	21.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	35	20.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	32	19.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	29	17.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	26	15.5
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	24	14.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	21	12.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	17	10.1
INADEQUATE TEACHER DIRECTIONS	12	7.1
REQUIRES TOO MUCH TEACHER TRAINING	9	5.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	31	18.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	17	10.1
POOR DURABILITY	16	9.5
TOO DISTRACTING TO STUDENTS	9	5.4
DIFFICULT TO STORE/NOT PORTABLE	8	4.8
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	8	4.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	4.2
DIFFICULT TO OPERATE AND/OR USE	7	4.2
POOR AUDIO QUALITY	6	3.6
INADEQUATE HEALTH AND SAFETY FEATURES	3	1.8

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING VOCABULARY DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	126	3.3
TOTAL RESPONSES TO THIS PRIORITY AREA	127	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	36	28.3
9 TO 11	35	27.6
12 TO 14	22	17.3
15 TO 17	5	3.9
18 AND OVER	0	0.0
11 AND YOUNGER	20	15.7
12 AND OLDER	7	5.5
INVALID OR NO RESPONSE	2	1.6

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	86	67.7
HEARING IMPAIRMENT	25	19.7
LANGUAGE USE	7	5.5
LANGUAGE COMPREHENSION	6	4.7
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.8
ARTICULATION: SPEECH SOUND PRODUCTION	1	0.8
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
AUDITORY PERCEPTION	0	0.0
INVALID OR NO RESPONSE	1	0.8

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	65	51.2
SEVERE	56	44.1
MILD	5	3.9
INVALID OR NO RESPONSE	1	0.8

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PRIORITY CURRICULUM AREA: READING VOCABULARY DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	126	3.3
TOTAL RESPONSES TO THIS PRIORITY AREA	127	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	23	18.1
6 TO 15	59	46.5
16 TO 25	21	16.5
26 OR MORE	18	14.2
INVALID OR NO RESPONSE	6	4.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1181 AND 2425 MIDPOINT 1803

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	81	63.8
MAPS, CHARTS, PICTURES, FLASHCARDS	79	62.2
WORKBOOKS, WORKTEXTS	77	60.6
GAMES, TOYS, PUZZLES	77	60.6
CASSETTE AND REEL-TO-REEL TAPES	51	40.2
MANIPULATIVE OBJECTS AND TOOLS	48	37.8
FLANNEL BOARD MATERIALS	42	33.1
MAGAZINES, SPECIALIZED COMIC BOOKS	35	27.6
MULTIMEDIA KITS	29	22.8
AUDIO FLASHCARDS	25	19.7
PROGRAMMED, SELF-INSTR. MATERIALS	25	19.7
RECORDS	23	18.1
FILMSTRIPS, SLIDES	18	14.2
MODELS	17	13.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	13	10.2
FILMS, FILMLOOPS	9	7.1
SOUND FILMSTRIPS, SOUND SLIDES	8	6.3
VIDEOTAPES, CLOSED-CIRCUIT TV	8	6.3
COMPUTER-ASSISTED INSTR. MATERIALS	2	1.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	86	67.7
PROGRAMMED, SELF-INSTR. MATERIALS	74	58.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	57	44.9
MAGAZINES, SPECIALIZED COMIC BOOKS	55	43.3
MULTIMEDIA KITS	54	42.5
CASSETTE AND REEL-TO-REEL TAPES	50	39.4
FILMSTRIPS, SLIDES	49	38.6
AUDIO FLASHCARDS	49	38.6
GAMES, TOYS, PUZZLES	47	37.0
SOUND FILMSTRIPS, SOUND SLIDES	42	33.1
MAPS, CHARTS, PICTURES, FLASHCARDS	42	33.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	40	31.5
MANIPULATIVE OBJECTS AND TOOLS	37	29.1
FILMS, FILMLOOPS	36	28.3
RECORDS	36	28.3
COMPUTER-ASSISTED INSTR. MATERIALS	34	26.8
FLANNEL BOARD MATERIALS	32	25.2
VIDEOTAPES, CLOSED-CIRCUIT TV	30	23.6
MODELS	22	17.3

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PRIORITY CURRICULUM AREA: READING VOCABULARY DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	126	3.3
TOTAL RESPONSES TO THIS PRIORITY AREA	127	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	52	40.9
AVAILABLE MATERIALS TOO COSTLY	26	20.5
AVAILABLE MATERIALS POOR IN QUALITY	19	15.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	17	13.4
INVALID OR NO RESPONSE	13	10.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	66	52.0
INTEREST LEVEL INAPPROPRIATE	53	41.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	51	40.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	46	36.2
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	37	29.1
CONCEPT LEVEL INAPPROPRIATE	27	21.3
POOR SEQUENCING OF LEARNING COMPONENTS	23	18.1
LANGUAGE LEVEL NOT UNIFORM	18	14.2
NOT RELEVANT TO MY CURRICULUM	17	13.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	16	12.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	46	36.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	44	34.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	43	33.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	42	33.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	39	30.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	36	28.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	29	22.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	21	16.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	9	7.1
INADEQUATE TEACHER DIRECTIONS	8	6.3
REQUIRES TOO MUCH TEACHER TRAINING	7	5.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	50	39.4
POOR DURABILITY	19	15.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	17	13.4
DIFFICULT TO STORE/NOT PORTABLE	17	13.4
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	8	6.3
POOR AUDIO QUALITY	5	3.9
DIFFICULT TO OPERATE AND/OR USE	4	3.1
TOO DISTRACTING TO STUDENTS	2	1.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	1	0.8
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

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PRIORITY CURRICULUM AREA: PURPOSE IN SPOKEN LANGUAGE (E.G., PERSUASION, DESCRIPTION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	124	3.2
TOTAL RESPONSES TO THIS PRIORITY AREA	126	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	0.8
5 TO 8	48	38.1
9 TO 11	32	25.4
12 TO 14	10	7.9
15 TO 17	3	2.4
18 AND OVER	0	0.0
11 AND YOUNGER	22	17.5
12 AND OLDER	9	7.1
INVALID OR NO RESPONSE	1	0.8

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	86	68.3
LANGUAGE USE	32	25.4
HEARING IMPAIRMENT	4	3.2
ARTICULATION: SPEECH SOUND PRODUCTION	2	1.6
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.8
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
LANGUAGE COMPREHENSION	0	0.0
AUDITORY PERCEPTION	0	0.0
INVALID OR NO RESPONSE	1	0.8

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	77	61.1
SEVERE	43	34.1
MILD	6	4.8
INVALID OR NO RESPONSE	0	0.0

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PRIORITY CURRICULUM AREA: PURPOSE IN SPOKEN LANGUAGE (E.G., PERSUASION, DESCRIPTION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	124	3.2
TOTAL RESPONSES TO THIS PRIORITY AREA	126	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	30	23.8
6 TO 15	50	39.7
16 TO 25	22	17.5
26 OR MORE	20	15.9
INVALID OR NO RESPONSE	4	3.2

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1202 AND 2450 MIDPOINT 1826

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	79	62.7
MAPS, CHARTS, PICTURES, FLASHCARDS	74	58.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	71	56.3
WORKBOOKS, WORKTEXTS	53	42.1
MANIPULATIVE OBJECTS AND TOOLS	51	40.5
CASSETTE AND REEL-TO-REEL TAPES	45	35.7
FLANNEL BOARD MATERIALS	37	29.4
MAGAZINES, SPECIALIZED COMIC BOOKS	29	23.0
MODELS	24	19.0
MULTIMEDIA KITS	22	17.5
PROGRAMMED, SELF-INSTR. MATERIALS	20	15.9
AUDIO FLASHCARDS	19	15.1
RECORDS	15	11.9
FILMSTRIPS, SLIDES	14	11.1
FILMS, FILMLOOPS	9	7.1
SOUND FILMSTRIPS, SOUND SLIDES	8	6.3
VIDEOTAPES, CLOSED-CIRCUIT TV	4	3.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	3	2.4
COMPUTER-ASSISTED INSTR. MATERIALS	1	0.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	76	60.3
PROGRAMMED, SELF-INSTR. MATERIALS	63	50.0
MAGAZINES, SPECIALIZED COMIC BOOKS	62	49.2
MULTIMEDIA KITS	59	46.8
GAMES, TOYS, PUZZLES	54	42.9
CASSETTE AND REEL-TO-REEL TAPES	51	40.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	47	37.3
AUDIO FLASHCARDS	47	37.3
MANIPULATIVE OBJECTS AND TOOLS	47	37.3
MAPS, CHARTS, PICTURES, FLASHCARDS	45	35.7
RECORDS	42	33.3
FLANNEL BOARD MATERIALS	41	32.5
FILMSTRIPS, SLIDES	40	31.7
FILMS, FILMLOOPS	38	30.2
SOUND FILMSTRIPS, SOUND SLIDES	38	30.2
VIDEOTAPES, CLOSED-CIRCUIT TV	33	26.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	29	23.0
MODELS	27	21.4
COMPUTER-ASSISTED INSTR. MATERIALS	25	19.8

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PURPOSE IN SPOKEN LANGUAGE (E.G., PERSUASION, DESCRIPTION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	124	3.2
TOTAL RESPONSES TO THIS PRIORITY AREA	126	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	46	36.5
AVAILABLE MATERIALS TOO COSTLY	32	25.4
AVAILABLE MATERIALS POOR IN QUALITY	17	13.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	13	10.3
INVALID OR NO RESPONSE	18	14.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	48	38.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	44	34.9
NOT ENOUGH REPETITION, REINFORCEMENT	44	34.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	40	31.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	40	31.7
POOR SEQUENCING OF LEARNING COMPONENTS	29	23.0
CONCEPT LEVEL INAPPROPRIATE	23	18.3
LANGUAGE LEVEL NOT UNIFORM	22	17.5
NOT RELEVANT TO MY CURRICULUM	21	16.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	17	13.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	48	38.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	46	36.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	43	34.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	42	33.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	38	30.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	35	27.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	34	27.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	32	25.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	16	12.7
REQUIRES TOO MUCH TEACHER TRAINING	7	5.6
INADEQUATE TEACHER DIRECTIONS	5	4.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	36	28.6
POOR DURABILITY	24	19.0
DIFFICULT TO STORE/NOT PORTABLE	23	18.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	18	14.3
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	10	7.9
POOR AUDIO QUALITY	8	6.3
DIFFICULT TO OPERATE AND/OR USE	6	4.8
TOO DISTRACTING TO STUDENTS	6	4.8
INADEQUATE HEALTH AND SAFETY FEATURES	3	2.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.6

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MECIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEMBERING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	110	2.8
TOTAL RESPONSES TO THIS PRIORITY AREA	112	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	4	3.6
5 TO 8	48	42.9
9 TO 11	25	22.3
12 TO 14	4	3.6
15 TO 17	2	1.8
18 AND OVER	6	5.4
11 AND YOUNGER	19	17.0
12 AND OLDER	3	2.7
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF PROBLEM AREA	FREC.	PCT
LANGUAGE COMPREHENSION AND USE	73	65.2
LANGUAGE COMPREHENSION	12	10.7
LANGUAGE USE	11	9.8
ARTICULATION: SPEECH SOUND PRODUCTION	6	5.4
AUDITORY PERCEPTION	6	5.4
STUTTERING: REPETITION, PAUSES, PROLONGATION	2	1.8
HEARING IMPAIRMENT	1	0.9
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF LEVEL OF SEVERITY	FREC.	PCT
SEVERE	56	50.0
MODERATE	50	44.6
MILD	4	3.6
INVALID OR NO RESPONSE	2	1.8

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEMBERING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	110	2.8
TOTAL RESPONSES TO THIS PRIORITY AREA	112	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	16	14.3
6 TO 15	52	46.4
16 TO 25	24	21.4
26 OR MORE	15	13.4
INVALID OR NO RESPONSE	5	4.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1102 AND 2210 MIDPOINT 1656

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	79	70.5
MAPS, CHARTS, PICTURES, FLASHCARDS	72	64.3
CASSETTE AND REEL-TO-REEL TAPES	57	50.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	56	50.0
MANIPULATIVE OBJECTS AND TOOLS	54	48.2
WORKBOOKS, WORKTEXTS	52	46.4
FLANNEL BOARD MATERIALS	32	28.6
AUDIO FLASHCARDS	22	19.6
RECORDS	18	16.1
MODELS	17	15.2
PROGRAMMED, SELF-INSTR. MATERIALS	14	12.5
MULTIMEDIA KITS	11	9.8
MAGAZINES, SPECIALIZED COMIC BOOKS	10	8.9
FILMSTRIPS, SLIDES	6	5.4
FILMS, FILMLOOPS	5	4.5
SOUND FILMSTRIPS, SOUND SLIDES	3	2.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1	0.9
VIDEOTAPES, CLOSED-CIRCUIT TV	1	0.9
COMPUTER-ASSISTED INSTR. MATERIALS	1	0.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	77	68.8
PROGRAMMED, SELF-INSTR. MATERIALS	58	51.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	50	44.6
CASSETTE AND REEL-TO-REEL TAPES	50	44.6
GAMES, TOYS, PUZZLES	50	44.6
MULTIMEDIA KITS	48	42.9
AUDIO FLASHCARDS	42	37.5
MANIPULATIVE OBJECTS AND TOOLS	41	36.6
MAGAZINES, SPECIALIZED COMIC BOOKS	40	35.7
MAPS, CHARTS, PICTURES, FLASHCARDS	36	32.1
RECORDS	35	31.3
SOUND FILMSTRIPS, SOUND SLIDES	29	25.9
FLANNEL BOARD MATERIALS	26	23.2
FILMS, FILMLOOPS	24	21.4
COMPUTER-ASSISTED INSTR. MATERIALS	22	19.6
FILMSTRIPS, SLIDES	21	18.8
VIDEOTAPES, CLOSED-CIRCUIT TV	20	17.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	18	16.1
MODELS	10	8.9

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEMBERING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	110	2.8
TOTAL RESPONSES TO THIS PRIORITY AREA	112	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	52	46.4
AVAILABLE MATERIALS TOO COSTLY	21	18.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	12	10.7
AVAILABLE MATERIALS POOR IN QUALITY	7	6.3
INVALID OR NO RESPONSE	20	17.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	51	45.5
INTEREST LEVEL INAPPROPRIATE	37	33.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	37	33.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	29	25.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	28	25.0
CONCEPT LEVEL INAPPROPRIATE	26	23.2
POOR SEQUENCING OF LEARNING COMPONENTS	26	23.2
NOT RELEVANT TO MY CURRICULUM	20	17.9
LANGUAGE LEVEL NOT UNIFORM	13	11.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	9	8.0
USE		
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	42	37.5
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	40	35.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	36	32.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	34	30.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	30	26.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	27	24.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	26	23.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	23	20.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	10	8.9
INADEQUATE TEACHER DIRECTIONS	4	3.6
REQUIRES TOO MUCH TEACHER TRAINING	2	1.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	36	32.1
POOR DURABILITY	16	14.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	12	10.7
TOO DISTRACTING TO STUDENTS	10	8.9
DIFFICULT TO STORE/NOT PORTABLE	9	8.0
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	9	8.0
POOR AUDIO QUALITY	8	7.1
DIFFICULT TO OPERATE AND/OR USE	3	2.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	109	2.8
TOTAL RESPONSES TO THIS PRIORITY AREA	109	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	0.9
5 TO 8	53	48.6
9 TO 11	26	23.9
12 TO 14	7	6.4
15 TO 17	2	1.8
18 AND OVER	1	0.9
11 AND YOUNGER	8	7.3
12 AND OLDER	8	7.3
INVALID OR NO RESPONSE	3	2.8

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	45	41.3
AUDITORY PERCEPTION	37	33.9
LANGUAGE USE	9	8.3
LANGUAGE COMPREHENSION	5	4.6
ARTICULATION: SPEECH SOUND PRODUCTION	5	4.6
HEARING IMPAIRMENT	4	3.7
STUTTERING: REPETITION, PAUSES, PROLONGATION	2	1.8
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
INVALID OR NO RESPONSE	2	1.8

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	52	47.7
SEVERE	49	45.0
MILD	6	5.5
INVALID OR NO RESPONSE	2	1.8

TEACHERS OF
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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	109	2.8
TOTAL RESPONSES TO THIS PRIORITY AREA	109	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	25	22.9
6 TO 15	42	38.5
16 TO 25	21	19.3
26 OR MORE	17	15.6
INVALID OR NO RESPONSE	4	3.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1055 AND 2130 MIDPOINT 1593

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	69	63.3
WORKBOOKS, WORKTEXTS	69	63.3
GAMES, TOYS, PUZZLES	65	59.6
MAPS, CHARTS, PICTURES, FLASHCARDS	57	52.3
CASSETTE AND REEL-TO-REEL TAPES	45	41.3
MANIPULATIVE OBJECTS AND TOOLS	37	33.9
FLANNEL BOARD MATERIALS	28	25.7
AUDIO FLASHCARDS	26	23.9
PROGRAMMED, SELF-INSTR. MATERIALS	21	19.3
RECORDS	19	17.4
MULTIMEDIA KITS	17	15.6
FILMSTRIPS, SLIDES	15	13.8
MAGAZINES, SPECIALIZED COMIC BOOKS	12	11.0
MODELS	12	11.0
FILMS, FILMLOOPS	10	9.2
SOUND FILMSTRIPS, SOUND SLIDES	10	9.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	6	5.5
COMPUTER-ASSISTED INSTR. MATERIALS	2	1.8
VIDEOTAPES, CLOSED-CIRCUIT TV	1	0.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
PROGRAMMED, SELF-INSTR. MATERIALS	60	55.0
WORKBOOKS, WORKTEXTS	59	54.1
MULTIMEDIA KITS	54	49.5
AUDIO FLASHCARDS	46	42.2
MAGAZINES, SPECIALIZED COMIC BOOKS	45	41.3
GAMES, TOYS, PUZZLES	43	39.4
SOUND FILMSTRIPS, SOUND SLIDES	40	36.7
CASSETTE AND REEL-TO-REEL TAPES	40	36.7
MAPS, CHARTS, PICTURES, FLASHCARDS	40	36.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	39	35.8
MANIPULATIVE OBJECTS AND TOOLS	38	34.9
COMPUTER-ASSISTED INSTR. MATERIALS	36	33.0
FLANNEL BOARD MATERIALS	33	30.3
FILMSTRIPS, SLIDES	32	29.4
VIDEOTAPES, CLOSED-CIRCUIT TV	32	29.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	31	28.4
RECORDS	31	28.4
FILMS, FILMLOOPS	28	25.7
MODELS	26	23.9

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	109	2.8
TOTAL RESPONSES TO THIS PRIORITY AREA	109	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	40	36.7
AVAILABLE MATERIALS TOO COSTLY	21	19.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	13	11.9
AVAILABLE MATERIALS POOR IN QUALITY	12	11.0
INVALID OR NO RESPONSE	23	21.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	42	38.5
NOT ENOUGH REPETITION, REINFORCEMENT	40	36.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	31	28.4
POOR SEQUENCING OF LEARNING COMPONENTS	26	23.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	25	22.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	20	18.3
CONCEPT LEVEL INAPPROPRIATE	16	14.7
LANGUAGE LEVEL NOT UNIFORM	15	13.8
NOT RELEVANT TO MY CURRICULUM	14	12.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	13	11.9
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	43	39.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	39	35.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	37	33.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	37	33.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	35	32.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	32	29.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	29	26.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	29	26.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	16	14.7
REQUIRES TOO MUCH TEACHER TRAINING	6	5.5
INADEQUATE TEACHER DIRECTIONS	5	4.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	36	33.0
POOR DURABILITY	15	13.8
DIFFICULT TO STORE/NOT PORTABLE	13	11.9
POOR AUDIO QUALITY	12	11.0
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	12	11.0
TOO DISTRACTING TO STUDENTS	10	9.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	9	8.3
DIFFICULT TO OPERATE AND/OR USE	6	5.5
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: GRAMMAR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	92	2.4
TOTAL RESPONSES TO THIS PRIORITY AREA	95	

CHRONOLOGICAL AGE DISTRIBUTION	FREC.	PCT
4 OR UNDER	0	0.0
5 TO 8	37	38.9
9 TO 11	27	28.4
12 TO 14	10	10.5
15 TO 17	3	3.2
18 AND OVER	0	0.0
11 AND YOUNGER	11	11.6
12 AND OLDER	7	7.4
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PROBLEM AREA	FREC.	PCT
LANGUAGE COMPREHENSION AND USE	59	62.1
LANGUAGE USE	26	27.4
HEARING IMPAIRMENT	10	10.5
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
STUTTERING: REPETITION, PAUSES, PROLONGATION	0	0.0
LANGUAGE COMPREHENSION	0	0.0
ARTICULATION: SPEECH SOUND PRODUCTION	0	0.0
AUDITORY PERCEPTION	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF LEVEL OF SEVERITY	FREC.	PCT
MODERATE	49	51.6
SEVERE	46	48.4
MILD	0	0.0
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: GRAMMAR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	92	2.4
TOTAL RESPONSES TO THIS PRIORITY AREA	95	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	16	16.8
6 TO 15	37	38.9
16 TO 25	21	22.1
26 OR MORE	20	21.1
INVALID OR NO RESPONSE	1	1.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1094 AND 2160 MIDPOINT 1627

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	58	61.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	56	58.9
MAPS, CHARTS, PICTURES, FLASHCARDS	55	57.9
GAMES, TOYS, PUZZLES	42	44.2
MANIPULATIVE OBJECTS AND TOOLS	32	33.7
PROGRAMMED, SELF-INSTR. MATERIALS	26	27.4
CASSETTE AND REEL-TO-REEL TAPES	23	24.2
FLANNEL BOARD MATERIALS	19	20.0
MULTIMEDIA KITS	18	18.9
AUDIO FLASHCARDS	16	16.8
MODELS	15	15.8
MAGAZINES, SPECIALIZED COMIC BOOKS	13	13.7
RECORDS	9	9.5
VIDEOTAPES, CLOSED-CIRCUIT TV	9	9.5
FILMSTRIPS, SLIDES	8	8.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	8	8.4
FILMS, FILMLOOPS	6	6.3
SOUND FILMSTRIPS, SOUND SLIDES	5	5.3
COMPUTER-ASSISTED INSTR. MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	72	75.8
PROGRAMMED, SELF-INSTR. MATERIALS	58	61.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	56	58.9
GAMES, TOYS, PUZZLES	48	50.5
MULTIMEDIA KITS	48	50.5
MAPS, CHARTS, PICTURES, FLASHCARDS	40	42.1
MAGAZINES, SPECIALIZED COMIC BOOKS	37	38.9
FILMSTRIPS, SLIDES	34	35.8
CASSETTE AND REEL-TO-REEL TAPES	34	35.8
AUDIO FLASHCARDS	33	34.7
FILMS, FILMLOOPS	31	32.6
SOUND FILMSTRIPS, SOUND SLIDES	31	32.6
FLANNEL BOARD MATERIALS	28	29.5
VIDEOTAPES, CLOSED-CIRCUIT TV	26	27.4
COMPUTER-ASSISTED INSTR. MATERIALS	26	27.4
MANIPULATIVE OBJECTS AND TOOLS	25	26.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	24	25.3
RECORDS	24	25.3
MODELS	18	18.9

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: GRAMMAR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	92	2.4
TOTAL RESPONSES TO THIS PRIORITY AREA	95	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	51	53.7
AVAILABLE MATERIALS TOO COSTLY	16	16.8
AVAILABLE MATERIALS POOR IN QUALITY	11	11.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	5	5.3
INVALID OR NO RESPONSE	12	12.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	48	50.5
INTEREST LEVEL INAPPROPRIATE	41	43.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	36	37.9
POOR SEQUENCING OF LEARNING COMPONENTS	28	29.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	25	26.3
CONCEPT LEVEL INAPPROPRIATE	22	23.2
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	22	23.2
LANGUAGE LEVEL NOT UNIFORM	20	21.1
NOT RELEVANT TO MY CURRICULUM	19	20.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6	6.3
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	45	47.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	42	44.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	41	43.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	37	38.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	33	34.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	30	31.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	29	30.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	27	28.4
INADEQUATE TEACHER DIRECTIONS	13	13.7
REQUIRES TOO MUCH TEACHER TRAINING	10	10.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	9	9.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	43	45.3
DIFFICULT TO STORE/NOT PORTABLE	15	15.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	9	9.5
POOR DURABILITY	9	9.5
DIFFICULT TO OPERATE AND/OR USE	6	6.3
TOO DISTRACTING TO STUDENTS	4	4.2
POOR AUDIO QUALITY	3	3.2
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	3	3.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 4: TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED

SUBSECTION E. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM CLUSTERS (FROM SUBSECTION B)

AS EXPLAINED IN SUBSECTION B, EACH CURRICULUM AREA IS ONE OF A SET OF RELATED AREAS CALLED A CURRICULUM CLUSTER. A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS.

IN SUBSECTION E, THE HIGHEST PRIORITY CURRICULUM CLUSTERS ARE ANALYZED IN THE SAME MANNER AS ARE THE HIGHEST PRIORITY CURRICULUM AREAS IN SUBSECTION D. EACH FOUR-PAGE CLUSTER ANALYSIS BEGINS WITH A LIST ON PAGE 1 OF THE CURRICULUM AREAS WITHIN THE CLUSTER, PRESENTED IN DECREASING FREQUENCY ORDER, AND CONTINUES ON PAGES 2-4 WITH A PARALLEL TO THE THREE-PAGE ANALYSIS FOR A CURRICULUM AREA. FOR A GIVEN CLUSTER, RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS WITHIN THAT CLUSTER.

THE CURRICULUM CLUSTER IS IDENTIFIED JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AS EITHER FIRST, SECOND, OR THIRD PRIORITY.

BELOW THE NUMBER OF RESPONDENTS FOR THE CURRICULUM CLUSTER APPEARS THE TOTAL NUMBER OF RESPONSES TO THAT CLUSTER. THIS FREQUENCY IS OBTAINED AS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA WITHIN THE CLUSTER.* AS WITH THE CURRICULUM AREA ANALYSES, IT IS THE TOTAL RESPONSE FREQUENCY, NOT RESPONDENT FREQUENCY, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE LISTING OF CURRICULUM AREAS WITHIN THE CLUSTER, THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS, AND THE PRIORITY-RELATED QUESTIONS.

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*RECALL THAT EACH CURRICULUM AREA MAY HAVE BEEN CHOSEN MORE THAN ONCE BY A GIVEN RESPONDENT. IN ADDITION, A GIVEN RESPONDENT MAY HAVE CHOSEN MORE THAN ONE CURRICULUM AREA WITHIN A CLUSTER. IN BOTH OF THE ABOVE INSTANCES, THE RESPONDENT WOULD COUNT ONLY ONCE IN THE CLUSTER RESPONDENT FREQUENCY DETERMINATION, BUT HIS RESPONSES WOULD COUNT AS OFTEN AS THEY OCCURRED IN THE CLUSTER RESPONSE FREQUENCY DETERMINATION. THUS, THE TOTAL NUMBER OF RESPONSES TO A CLUSTER AREA WILL, IN GENERAL, BE GREATER THAN THE TOTAL NUMBER OF RESPONDENTS CHOOSING THAT CLUSTER AREA.

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PRIORITY CURRICULUM CLUSTER AREA: EXPRESSIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	3217	83.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	5872	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
CONNECTED SPEECH	1713	29.2
PRODUCTION OF PHRASES, SENTENCES	1212	20.6
SPEECH FLUENCY	954	16.2
PRODUCTION OF ISOLATED SPEECH SOUNDS	557	9.5
PRODUCTION OF WORDS	533	9.1
VOICE PRODUCTION	436	7.4
STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)	173	2.9
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	168	2.9
PURPOSE IN SPOKEN LANGUAGE (E.G., PERSUASION, DESCRIPTION)	126	2.1

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PRIORITY CURRICULUM CLUSTER AREA: EXPRESSIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	3217	83.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	5872	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	244	4.2
5 TO 8	2645	45.0
9 TO 11	1206	20.5
12 TO 14	271	4.6
15 TO 17	140	2.4
18 AND OVER	38	0.6
11 AND YOUNGER	1047	17.8
12 AND OLDER	240	4.1
INVALID OR NO RESPONSE	41	0.7

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
ARTICULATION: SPEECH SOUND PRODUCTION	2092	35.6
LANGUAGE COMPREHENSION AND USE	1501	25.6
STUTTERING: REPETITION, PAUSES, PROLONGATION	930	15.8
LANGUAGE USE	682	11.6
VOICE: CHRONIC HOARSENESS, WEAKNESS	443	7.5
HEARING IMPAIRMENT	115	2.0
LANGUAGE COMPREHENSION	50	0.9
AUDITORY PERCEPTION	24	0.4
INVALID OR NO RESPONSE	35	0.6

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	3072	52.3
SEVERE	2562	43.6
MILD	197	3.4
INVALID OR NO RESPONSE	41	0.7

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PRIORITY CURRICULUM CLUSTER AREA: EXPRESSIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	3217	83.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	5872	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	1632	27.8
6 TO 15	1690	28.8
16 TO 25	875	14.9
26 OR MORE	1443	24.6
INVALID OR NO RESPONSE	232	4.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 63290 AND 127535 MIDPOINT 95413

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	3588	61.1
GAMES, TOYS, PUZZLES	3557	60.6
MAPS, CHARTS, PICTURES, FLASHCARDS	3127	53.3
CASSETTE AND REEL-TO-REEL TAPES	2777	47.3
WORKBOOKS, WORKTEXTS	2536	43.2
MANIPULATIVE OBJECTS AND TOOLS	2178	37.1
FLANNEL BOARD MATERIALS	1801	30.7
MODELS	1015	17.3
AUDIO FLASHCARDS	1009	17.2
MAGAZINES, SPECIALIZED COMIC BOOKS	991	16.9
PROGRAMMED, SELF-INSTR. MATERIALS	949	16.2
MULTIMEDIA KITS	808	13.8
RECORDS	805	13.7
FILMSTRIPS, SLIDES	439	7.5
SOUND FILMSTRIPS, SOUND SLIDES	267	4.5
FILMS, FILMLOOPS	243	4.1
VIDEOTAPES, CLOSED-CIRCUIT TV	209	3.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	191	3.3
COMPUTER-ASSISTED INSTR. MATERIALS	74	1.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	3340	56.9
PROGRAMMED, SELF-INSTR. MATERIALS	2775	47.3
GAMES, TOYS, PUZZLES	2179	37.1
MAGAZINES, SPECIALIZED COMIC BOOKS	2162	36.8
CASSETTE AND REEL-TO-REEL TAPES	2110	35.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	2071	35.3
MULTIMEDIA KITS	2001	34.1
MANIPULATIVE OBJECTS AND TOOLS	1750	29.8
MAPS, CHARTS, PICTURES, FLASHCARDS	1749	29.8
AUDIO FLASHCARDS	1747	29.8
SOUND FILMSTRIPS, SOUND SLIDES	1710	29.1
RECORDS	1667	28.4
FLANNEL BOARD MATERIALS	1576	26.8
FILMSTRIPS, SLIDES	1502	25.6
VIDEOTAPES, CLOSED-CIRCUIT TV	1458	24.8
FILMS, FILMLOOPS	1421	24.2
MODELS	1312	22.3
COMPUTER-ASSISTED INSTR. MATERIALS	1177	20.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1170	19.9

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PRIORITY CURRICULUM CLUSTER AREA: EXPRESSIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	3217	83.3
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	5872	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	2438	41.5
AVAILABLE MATERIALS TOO COSTLY	1175	20.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	636	10.8
AVAILABLE MATERIALS POOR IN QUALITY	621	10.6
INVALID OR NO RESPONSE	1002	17.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	1918	32.7
INTEREST LEVEL INAPPROPRIATE	1756	29.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1511	25.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1376	23.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	1034	17.6
NOT RELEVANT TO MY CURRICULUM	1029	17.5
POOR SEQUENCING OF LEARNING COMPONENTS	828	14.1
CONCEPT LEVEL INAPPROPRIATE	794	13.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	611	10.4
LANGUAGE LEVEL NOT UNIFORM	609	10.4
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	2106	35.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	2104	35.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	1730	29.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	1489	25.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	1430	24.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	1271	21.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	1268	21.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	1216	20.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	464	7.9
REQUIRES TOO MUCH TEACHER TRAINING	394	6.7
INADEQUATE TEACHER DIRECTIONS	370	6.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	1760	30.0
POOR DURABILITY	1069	18.2
DIFFICULT TO STORE/NOT PORTABLE	819	13.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	706	12.0
POOR AUDIO QUALITY	356	6.1
DIFFICULT TO OPERATE AND/OR USE	315	5.4
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	312	5.3
TOO DISTRACTING TO STUDENTS	279	4.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	73	1.2
INADEQUATE HEALTH AND SAFETY FEATURES	23	0.4

TEACHERS OF
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PRIORITY CURRICULUM CLUSTER AREA: RECEPTIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	2095	54.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	2513	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
AUDITORY COMPREHENSION	651	25.9
LISTENING SKILLS	488	19.4
UNDERSTANDING CONNECTED SPEECH	378	15.0
DISCRIMINATION OF SOUNDS	362	14.4
AUDITORY SEQUENTIAL MEMORY	280	11.1
UNDERSTANDING PHRASES AND SENTENCES	243	9.7
AWARENESS OF SOUNDS	63	2.5
ATTENDING TO SOUNDS	48	1.9

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PRIORITY CURRICULUM CLUSTER AREA: RECEPTIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	2095	54.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	2513	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	124	4.9
5 TO 8	1375	54.7
9 TO 11	380	15.1
12 TO 14	82	3.3
15 TO 17	43	1.7
18 AND OVER	34	1.4
11 AND YOUNGER	383	15.2
12 AND OLDER	79	3.1
INVALID OR NO RESPONSE	13	0.5

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	962	38.3
LANGUAGE COMPREHENSION	526	20.9
AUDITORY PERCEPTION	505	20.1
ARTICULATION: SPEECH SOUND PRODUCTION	267	10.6
HEARING IMPAIRMENT	148	5.9
LANGUAGE USE	80	3.2
STUTTERING: REPETITION, PAUSES, PROLONGATION	5	0.2
VOICE: CHRONIC HOARSENESS, WEAKNESS	3	0.1
INVALID OR NO RESPONSE	17	0.7

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	1238	49.3
SEVERE	1174	46.7
MILD	85	3.4
INVALID OR NO RESPONSE	16	0.6

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PRIORITY CURRICULUM CLUSTER AREA: RECEPTIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	2095	54.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	2513	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	374	14.9
6 TO 15	978	38.9
16 TO 25	505	20.1
26 OR MORE	523	20.8
INVALID OR NO RESPONSE	133	5.3

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 27920 AND 55315 MIDPOINT 41618

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	1564	62.2
CASSETTE AND REEL-TO-REEL TAPES	1394	55.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1342	53.4
MAPS, CHARTS, PICTURES, FLASHCARDS	1285	51.1
MANIPULATIVE OBJECTS AND TOOLS	1094	43.5
WORKBOOKS, WORKTEXTS	1077	42.9
FLANNEL BOARD MATERIALS	856	34.1
RECORDS	627	25.0
AUDIO FLASHCARDS	505	20.1
PROGRAMMED, SELF-INSTR. MATERIALS	432	17.2
MULTIMEDIA KITS	432	17.2
MODELS	403	16.0
MAGAZINES, SPECIALIZED COMIC BOOKS	301	12.0
FILMSTRIPS, SLIDES	211	8.4
SOUND FILMSTRIPS, SOUND SLIDES	155	6.2
FILMS, FILMLOOPS	130	5.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	81	3.2
VIDEOTAPES, CLOSED-CIRCUIT TV	64	2.5
COMPUTER-ASSISTED INSTR. MATERIALS	23	0.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1452	57.8
PROGRAMMED, SELF-INSTR. MATERIALS	1183	47.1
CASSETTE AND REEL-TO-REEL TAPES	1117	44.4
GAMES, TOYS, PUZZLES	1033	41.1
AUDIO FLASHCARDS	967	38.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	945	37.6
MULTIMEDIA KITS	917	36.5
RECORDS	850	33.8
MANIPULATIVE OBJECTS AND TOOLS	828	32.9
MAGAZINES, SPECIALIZED COMIC BOOKS	817	32.5
SOUND FILMSTRIPS, SOUND SLIDES	792	31.5
MAPS, CHARTS, PICTURES, FLASHCARDS	776	30.9
FLANNEL BOARD MATERIALS	734	29.2
FILMSTRIPS, SLIDES	631	25.1
FILMS, FILMLOOPS	606	24.1
VIDEOTAPES, CLOSED-CIRCUIT TV	520	20.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	494	19.7
COMPUTER-ASSISTED INSTR. MATERIALS	494	19.7
MODELS	462	18.4

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PRIORITY CURRICULUM CLUSTER AREA: RECEPTIVE LANGUAGE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	2095	54.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	2513	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1068	42.5
AVAILABLE MATERIALS TOO COSTLY	582	23.2
AVAILABLE MATERIALS POOR IN QUALITY	253	10.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	162	6.4
INVALID OR NO RESPONSE	448	17.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	1015	40.4
INTEREST LEVEL INAPPROPRIATE	773	30.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	743	29.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	729	29.0
CONCEPT LEVEL INAPPROPRIATE	591	23.5
POOR SEQUENCING OF LEARNING COMPONENTS	574	22.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	546	21.7
NOT RELEVANT TO MY CURRICULUM	450	17.9
LANGUAGE LEVEL NOT UNIFORM	412	16.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	261	10.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	962	38.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	956	38.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	889	35.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	811	32.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	745	29.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	709	28.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	610	24.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	522	20.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	313	12.5
INADEQUATE TEACHER DIRECTIONS	148	5.9
REQUIRES TOO MUCH TEACHER TRAINING	147	5.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	764	30.4
POOR DURABILITY	455	18.1
DIFFICULT TO STORE/NOT PORTABLE	408	16.2
POOR AUDIO QUALITY	334	13.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	311	12.4
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	256	10.2
TOO DISTRACTING TO STUDENTS	177	7.0
DIFFICULT TO OPERATE AND/OR USE	151	6.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	49	1.9
INADEQUATE HEALTH AND SAFETY FEATURES	12	0.5

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELCPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1071	27.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1235	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
CONCEPT DEVELOPMENT/GENERALIZATION	632	51.2
ATTENDING/RESPONDING	201	16.3
REASONING/DECISION MAKING SKILLS	170	13.8
REMEMBERING	112	9.1
ASSOCIATION	57	4.6
COGNITIVE SEQUENCING	45	3.6
CLASSIFICATION	18	1.5

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PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1071	27.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1235	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	74	6.0
5 TO 8	621	50.3
9 TO 11	196	15.9
12 TO 14	53	4.3
15 TO 17	20	1.6
18 AND OVER	26	2.1
11 AND YOUNGER	180	14.6
12 AND OLDER	56	4.5
INVALID OR NO RESPONSE	9	0.7

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	862	69.8
LANGUAGE COMPREHENSION	123	10.0
LANGUAGE USE	110	8.9
AUDITORY PERCEPTION	50	4.0
HEARING IMPAIRMENT	47	3.8
ARTICULATION: SPEECH SOUND PRODUCTION	22	1.8
STUTTERING: REPETITION, PAUSES, PROLONGATION	6	0.5
VOICE: CHRONIC HOARSENESS, WEAKNESS	3	0.2
INVALID OR NO RESPONSE	12	1.0

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	603	48.8
MODERATE	596	48.3
MILD	25	2.0
INVALID OR NO RESPONSE	11	0.9

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PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1071	27.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1235	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	177	14.3
6 TO 15	535	43.3
16 TO 25	246	19.9
26 OR MORE	228	18.5
INVALID OR NO RESPONSE	49	4.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 13251 AND 26460 MIDPOINT 19856

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	780	63.2
MAPS, CHARTS, PICTURES, FLASHCARDS	712	57.7
MANIPULATIVE OBJECTS AND TOOLS	680	55.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	643	52.1
WORKBOOKS, WORKTEXTS	542	43.9
CASSETTE AND REEL-TO-REEL TAPES	471	38.1
FLANNEL BOARD MATERIALS	444	36.0
RECORDS	228	18.5
MULTIMEDIA KITS	218	17.7
MODELS	206	16.7
PROGRAMMED, SELF-INSTR. MATERIALS	183	14.8
MAGAZINES, SPECIALIZED COMIC BOOKS	181	14.7
AUDIO FLASHCARDS	180	14.6
FILMSTRIPS, SLIDES	109	8.8
FILMS, FILMLOOPS	78	6.3
SOUND FILMSTRIPS, SOUND SLIDES	71	5.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	54	4.4
VIDEOTAPES, CLOSED-CIRCUIT TV	43	3.5
COMPUTER-ASSISTED INSTR. MATERIALS	14	1.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	749	60.6
GAMES, TOYS, PUZZLES	589	47.7
PROGRAMMED, SELF-INSTR. MATERIALS	558	45.2
MANIPULATIVE OBJECTS AND TOOLS	544	44.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	505	40.9
MULTIMEDIA KITS	497	40.2
CASSETTE AND REEL-TO-REEL TAPES	478	38.7
MAGAZINES, SPECIALIZED COMIC BOOKS	470	38.1
MAPS, CHARTS, PICTURES, FLASHCARDS	443	35.9
FLANNEL BOARD MATERIALS	422	34.2
AUDIO FLASHCARDS	396	32.1
RECORDS	352	28.5
FILMSTRIPS, SLIDES	350	28.3
SOUND FILMSTRIPS, SOUND SLIDES	345	27.9
FILMS, FILMLOOPS	321	26.0
VIDEOTAPES, CLOSED-CIRCUIT TV	262	21.2
MODELS	250	20.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	249	20.2
COMPUTER-ASSISTED INSTR. MATERIALS	228	18.5

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PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1071	27.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1235	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	536	43.4
AVAILABLE MATERIALS TOO COSTLY	247	20.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	115	9.3
AVAILABLE MATERIALS POOR IN QUALITY	114	9.2
INVALID OR NO RESPONSE	223	18.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	467	37.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	441	35.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	421	34.1
INTEREST LEVEL INAPPROPRIATE	397	32.1
CONCEPT LEVEL INAPPROPRIATE	346	28.0
POOR SEQUENCING OF LEARNING COMPONENTS	322	26.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	274	22.2
LANGUAGE LEVEL NOT UNIFORM	247	20.0
NOT RELEVANT TO MY CURRICULUM	221	17.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	106	8.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	472	38.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	469	38.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	422	34.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	364	29.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	363	29.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	360	29.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	305	24.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	235	19.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	147	11.9
INADEQUATE TEACHER DIRECTIONS	68	5.5
REQUIRES TOO MUCH TEACHER TRAINING	65	5.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	347	28.1
POOR DURABILITY	241	19.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	204	16.5
DIFFICULT TO STORE/NOT PORTABLE	169	13.7
TOO DISTRACTING TO STUDENTS	94	7.6
POOR AUDIO QUALITY	86	7.0
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	80	6.5
DIFFICULT TO OPERATE AND/OR USE	49	4.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	29	2.3
INADEQUATE HEALTH AND SAFETY FEATURES	4	0.3

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PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	498	12.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	591	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
SELF-ACCEPTANCE	223	37.7
SELF-EXPRESSION	210	35.5
APPROPRIATE SOCIAL BEHAVIOR	72	12.2
INTERPERSONAL RELATIONS	49	8.3
SELF-IDENTIFICATION	31	5.2
HUMAN SEXUALITY (SEX EDUCATION)	6	1.0

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	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	498	12.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	591	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	16	2.7
5 TO 8	188	31.8
9 TO 11	138	23.4
12 TO 14	74	12.5
15 TO 17	38	6.4
18 AND OVER	11	1.9
11 AND YOUNGER	78	13.2
12 AND OLDER	44	7.4
INVALID OR NO RESPONSE	4	0.7

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
STUTTERING: REPETITION, PAUSES, PROLONGATION	215	36.4
LANGUAGE COMPREHENSION AND USE	172	29.1
LANGUAGE USE	70	11.8
ARTICULATION: SPEECH SOUND PRODUCTION	52	8.8
HEARING IMPAIRMENT	38	6.4
VOICE: CHRONIC HOARSENESS, WEAKNESS	19	3.2
AUDITORY PERCEPTION	9	1.5
LANGUAGE COMPREHENSION	6	1.0
INVALID OR NO RESPONSE	10	1.7

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	281	47.5
MODERATE	272	46.0
MILD	34	5.8
INVALID OR NO RESPONSE	4	0.7

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PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	498	12.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	591	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	230	38.9
6 TO 15	195	33.0
16 TO 25	58	9.8
26 OR MORE	71	12.0
INVALID OR NO RESPONSE	37	6.3

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 4174 AND 9075 MIDPOINT 6625

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	343	58.0
GAMES, TOYS, PUZZLES	286	48.4
MAPS, CHARTS, PICTURES, FLASHCARDS	259	43.8
CASSETTE AND REEL-TO-REEL TAPES	246	41.6
WORKBOOKS, WORKTEXTS	188	31.8
MANIPULATIVE OBJECTS AND TOOLS	186	31.5
FLANNEL BOARD MATERIALS	154	26.1
MAGAZINES, SPECIALIZED COMIC BOOKS	117	19.8
RECORDS	99	16.8
MODELS	97	16.4
PROGRAMMED, SELF-INSTR. MATERIALS	81	13.7
AUDIO FLASHCARDS	74	12.5
MULTIMEDIA KITS	73	12.4
FILMS, FILMLOOPS	65	11.0
FILMSTRIPS, SLIDES	62	10.5
SOUND FILMSTRIPS, SOUND SLIDES	50	8.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	29	4.9
VIDEOTAPES, CLOSED-CIRCUIT TV	26	4.4
COMPUTER-ASSISTED INSTR. MATERIALS	12	2.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	296	50.1
MAGAZINES, SPECIALIZED COMIC BOOKS	262	44.3
PROGRAMMED, SELF-INSTR. MATERIALS	256	43.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	245	41.5
MULTIMEDIA KITS	232	39.3
GAMES, TOYS, PUZZLES	215	36.4
VIDEOTAPES, CLOSED-CIRCUIT TV	212	35.9
CASSETTE AND REEL-TO-REEL TAPES	205	34.7
SOUND FILMSTRIPS, SOUND SLIDES	190	32.1
FILMSTRIPS, SLIDES	180	30.5
RECORDS	171	28.9
FILMS, FILMLOOPS	170	28.8
MAPS, CHARTS, PICTURES, FLASHCARDS	165	27.9
MANIPULATIVE OBJECTS AND TOOLS	165	27.9
MODELS	160	27.1
FLANNEL BOARD MATERIALS	150	25.4
AUDIO FLASHCARDS	142	24.0
COMPUTER-ASSISTED INSTR. MATERIALS	131	22.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	129	21.8

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PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	498	12.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	591	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	209	35.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	97	16.4
AVAILABLE MATERIALS TOO COSTLY	97	16.4
AVAILABLE MATERIALS POOR IN QUALITY	80	13.5
INVALID OR NO RESPONSE	108	18.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	217	36.7
INTEREST LEVEL INAPPROPRIATE	204	34.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	156	26.4
NOT ENOUGH REPETITION, REINFORCEMENT	144	24.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	137	23.2
CONCEPT LEVEL INAPPROPRIATE	121	20.5
NOT RELEVANT TO MY CURRICULUM	117	19.8
POOR SEQUENCING OF LEARNING COMPONENTS	70	11.8
LANGUAGE LEVEL NOT UNIFORM	54	9.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	54	9.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	202	34.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	199	33.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	168	28.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	139	23.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	124	21.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	116	19.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	114	19.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	108	18.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	55	9.3
REQUIRES TOO MUCH TEACHER TRAINING	42	7.1
INADEQUATE TEACHER DIRECTIONS	38	6.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	193	32.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	70	11.8
POOR DURABILITY	65	11.0
DIFFICULT TO STORE/NOT PORTABLE	64	10.8
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	39	6.6
DIFFICULT TO OPERATE AND/OR USE	38	6.4
POOR AUDIO QUALITY	28	4.7
TOO DISTRACTING TO STUDENTS	27	4.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	10	1.7
INADEQUATE HEALTH AND SAFETY FEATURES	5	0.8

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PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	377	9.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	433	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER	FREQ.	PCT
READING VOCABULARY DEVELOPMENT	127	29.3
AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)	109	25.2
READING COMPREHENSION	87	20.1
WORD ATTACK SKILLS	55	12.7
REMEDIAL READING	32	7.4
VISUAL PERCEPTION FOR READING (FIGURE/GROUND, MEMORY, SEQUENCING)	21	4.8
READING APPRECIATION/RECREATIONAL READING	2	0.5

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PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	377	9.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	433	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	2	0.5
5 TO 8	124	28.6
9 TO 11	114	26.3
12 TO 14	71	16.4
15 TO 17	21	4.8
18 AND OVER	3	0.7
11 AND YOUNGER	52	12.0
12 AND OLDER	38	8.8
INVALID OR NO RESPONSE	8	1.8

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	240	55.4
HEARING IMPAIRMENT	58	13.4
AUDITORY PERCEPTION	52	12.0
LANGUAGE COMPREHENSION	31	7.2
LANGUAGE USE	29	6.7
ARTICULATION: SPEECH SOUND PRODUCTION	11	2.5
STUTTERING: REPETITION, PAUSES, PROLONGATION	3	0.7
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
INVALID OR NO RESPONSE	9	2.1

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	201	46.4
MODERATE	191	44.1
MILD	35	8.1
INVALID OR NO RESPONSE	6	1.4

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PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	377	9.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	433	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	78	18.0
6 TO 15	193	44.6
16 TO 25	73	16.9
26 OR MORE	69	15.9
INVALID OR NO RESPONSE	20	4.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 4198 AND 8560 MIDPOINT 6379

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	299	69.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	297	68.6
GAMES, TOYS, PUZZLES	257	59.4
MAPS, CHARTS, PICTURES, FLASHCARDS	256	59.1
CASSETTE AND REEL-TO-REEL TAPES	176	40.6
MANIPULATIVE OBJECTS AND TOOLS	146	33.7
MAGAZINES, SPECIALIZED COMIC BOOKS	127	29.3
FLANNEL BOARD MATERIALS	117	27.0
PROGRAMMED, SELF-INSTR. MATERIALS	111	25.6
AUDIO FLASHCARDS	94	21.7
RECORDS	88	20.3
MULTIMEDIA KITS	85	19.6
FILMSTRIPS, SLIDES	75	17.3
FILMS, FILMLOOPS	57	13.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	52	12.0
MODELS	51	11.8
SOUND FILMSTRIPS, SOUND SLIDES	47	10.9
VIDEOTAPES, CLOSED-CIRCUIT TV	19	4.4
COMPUTER-ASSISTED INSTR. MATERIALS	7	1.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	259	59.8
PROGRAMMED, SELF-INSTR. MATERIALS	231	53.3
MULTIMEDIA KITS	200	46.2
MAGAZINES, SPECIALIZED COMIC BOOKS	185	42.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	179	41.3
CASSETTE AND REEL-TO-REEL TAPES	157	36.3
AUDIO FLASHCARDS	156	36.0
GAMES, TOYS, PUZZLES	156	36.0
FILMSTRIPS, SLIDES	146	33.7
SOUND FILMSTRIPS, SOUND SLIDES	146	33.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	142	32.8
MAPS, CHARTS, PICTURES, FLASHCARDS	139	32.1
FILMS, FILMLOOPS	132	30.5
COMPUTER-ASSISTED INSTR. MATERIALS	129	29.8
VIDEOTAPES, CLOSED-CIRCUIT TV	120	27.7
RECORDS	118	27.3
MANIPULATIVE OBJECTS AND TOOLS	117	27.0
FLANNEL BOARD MATERIALS	108	24.9
MODELS	95	21.9

TEACHERS OF
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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	377	9.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	433	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	160	37.0
AVAILABLE MATERIALS TOO COSTLY	103	23.8
AVAILABLE MATERIALS POOR IN QUALITY	54	12.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	40	9.2
INVALID OR NO RESPONSE	76	17.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	198	45.7
INTEREST LEVEL INAPPROPRIATE	191	44.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	156	36.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	138	31.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	105	24.2
POOR SEQUENCING OF LEARNING COMPONENTS	92	21.2
CONCEPT LEVEL INAPPROPRIATE	87	20.1
LANGUAGE LEVEL NOT UNIFORM	72	16.6
NOT RELEVANT TO MY CURRICULUM	56	12.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	44	10.2
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	168	38.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	154	35.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	141	32.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	133	30.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	132	30.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	130	30.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	129	29.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	83	19.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	51	11.8
INADEQUATE TEACHER DIRECTIONS	31	7.2
REQUIRES TOO MUCH TEACHER TRAINING	27	6.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	154	35.6
POOR DURABILITY	62	14.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	44	10.2
DIFFICULT TO STORE/NOT PORTABLE	44	10.2
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	34	7.9
POOR AUDIO QUALITY	26	6.0
TOO DISTRACTING TO STUDENTS	26	6.0
DIFFICULT TO OPERATE AND/OR USE	18	4.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.5

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	289	7.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	305	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
AUDITORY PERCEPTION	181	59.3
SENSORY MOTOR INTEGRATION	45	14.8
FINE MOTOR DEVELOPMENT	26	8.5
VISUAL PERCEPTION	14	4.6
GROSS MOTOR DEVELOPMENT	14	4.6
KINESTHETIC PERCEPTION	12	3.9
BODY AWARENESS	9	3.0
TACTILE PERCEPTION	4	1.3

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PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	289	7.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	305	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	30	9.8
5 TO 8	164	53.8
9 TO 11	40	13.1
12 TO 14	6	2.0
15 TO 17	1	0.3
18 AND OVER	6	2.0
11 AND YOUNGER	44	14.4
12 AND OLDER	11	3.6
INVALID OR NO RESPONSE	3	1.0

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
AUDITORY PERCEPTION	120	39.3
LANGUAGE COMPREHENSION AND USE	93	30.5
ARTICULATION: SPEECH SOUND PRODUCTION	46	15.1
HEARING IMPAIRMENT	17	5.6
LANGUAGE COMPREHENSION	12	3.9
LANGUAGE USE	8	2.6
VOICE: CHRONIC HOARSENESS, WEAKNESS	3	1.0
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.3
INVALID OR NO RESPONSE	5	1.6

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	152	49.8
MODERATE	141	46.2
MILD	6	2.0
INVALID OR NO RESPONSE	6	2.0

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PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	289	7.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	305	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	66	21.6
6 TO 15	106	34.8
16 TO 25	64	21.0
26 OR MORE	58	19.0
INVALID OR NO RESPONSE	11	3.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3234 AND 6420 MIDPOINT 4827

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	186	61.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	184	60.3
CASSETTE AND REEL-TO-REEL TAPES	164	53.8
MANIPULATIVE OBJECTS AND TOOLS	145	47.5
WORKBOOKS, WORKTEXTS	118	38.7
MAPS, CHARTS, PICTURES, FLASHCARDS	113	37.0
RECORDS	84	27.5
FLANNEL BOARD MATERIALS	84	27.5
MODELS	52	17.0
AUDIO FLASHCARDS	48	15.7
MULTIMEDIA KITS	46	15.1
PROGRAMMED, SELF-INSTR. MATERIALS	42	13.8
FILMSTRIPS, SLIDES	37	12.1
MAGAZINES, SPECIALIZED COMIC BOOKS	26	8.5
FILMS, FILMLOOPS	24	7.9
SOUND FILMSTRIPS, SOUND SLIDES	19	6.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	11	3.6
VIDEOTAPES, CLOSED-CIRCUIT TV	9	3.0
COMPUTER-ASSISTED INSTR. MATERIALS	5	1.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	157	51.5
CASSETTE AND REEL-TO-REEL TAPES	140	45.9
GAMES, TOYS, PUZZLES	133	43.6
MANIPULATIVE OBJECTS AND TOOLS	132	43.3
PROGRAMMED, SELF-INSTR. MATERIALS	130	42.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	128	42.0
MULTIMEDIA KITS	127	41.6
AUDIO FLASHCARDS	117	38.4
SOUND FILMSTRIPS, SOUND SLIDES	106	34.8
RECORDS	106	34.8
FLANNEL BOARD MATERIALS	99	32.5
MAGAZINES, SPECIALIZED COMIC BOOKS	91	29.8
MAPS, CHARTS, PICTURES, FLASHCARDS	89	29.2
FILMSTRIPS, SLIDES	85	27.9
FILMS, FILMLOOPS	79	25.9
MODELS	79	25.9
VIDEOTAPES, CLOSED-CIRCUIT TV	76	24.9
COMPUTER-ASSISTED INSTR. MATERIALS	66	21.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	62	20.3

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PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	289	7.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	305	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	103	33.8
AVAILABLE MATERIALS TOO COSTLY	69	22.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	36	11.8
AVAILABLE MATERIALS POOR IN QUALITY	33	10.8
INVALID OR NO RESPONSE	64	21.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	108	35.4
INTEREST LEVEL INAPPROPRIATE	92	30.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	69	22.6
CONCEPT LEVEL INAPPROPRIATE	65	21.3
POOR SEQUENCING OF LEARNING COMPONENTS	60	19.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	59	19.3
NOT RELEVANT TO MY CURRICULUM	55	18.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	47	15.4
LANGUAGE LEVEL NOT UNIFORM	42	13.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	34	11.1
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	102	33.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	97	31.8
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	86	28.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	80	26.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	74	24.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	74	24.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	65	21.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	59	19.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	39	12.8
REQUIRES TOO MUCH TEACHER TRAINING	20	6.6
INADEQUATE TEACHER DIRECTIONS	12	3.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	81	26.6
POOR DURABILITY	45	14.8
DIFFICULT TO STORE/NOT PORTABLE	42	13.8
POOR AUDIO QUALITY	34	11.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	27	8.9
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	26	8.5
TOO DISTRACTING TO STUDENTS	19	6.2
DIFFICULT TO OPERATE AND/OR USE	18	5.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	11	3.6
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.7

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	138	3.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	150	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
GRAMMAR	95	63.3
SPELLING	24	16.0
COMPOSITION	15	10.0
CREATIVE WRITING	6	4.0
STUDY AND REFERENCE SKILLS	4	2.7
HANDWRITING	3	2.0
TYPING	3	2.0

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PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	138	3.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	150	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	40	26.7
9 TO 11	45	30.0
12 TO 14	28	18.7
15 TO 17	8	5.3
18 AND OVER	0	0.0
11 AND YOUNGER	16	10.7
12 AND OLDER	12	8.0
INVALID OR NO RESPONSE	1	0.7

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	83	55.3
LANGUAGE USE	37	24.7
HEARING IMPAIRMENT	17	11.3
AUDITORY PERCEPTION	8	5.3
LANGUAGE COMPREHENSION	2	1.3
STUTTERING: REPETITION, PAUSES, PROLONGATION	1	0.7
VOICE: CHRONIC HOARSENESS, WEAKNESS	0	0.0
ARTICULATION: SPEECH SOUND PRODUCTION	0	0.0
INVALID OR NO RESPONSE	2	1.3

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	72	48.0
MODERATE	70	46.7
MILD	6	4.0
INVALID OR NO RESPONSE	2	1.3

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PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	138	3.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	150	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
5 OR FEWER	30	20.0
6 TO 15	51	34.0
16 TO 25	37	24.7
26 OR MORE	28	18.7
INVALID OR NO RESPONSE	4	2.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1656 AND 3240 MIDPOINT 2448

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	90	60.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	83	55.3
MAPS, CHARTS, PICTURES, FLASHCARDS	75	50.0
GAMES, TOYS, PUZZLES	62	41.3
MANIPULATIVE OBJECTS AND TOOLS	41	27.3
PROGRAMMED, SELF-INSTR. MATERIALS	37	24.7
CASSETTE AND REEL-TO-REEL TAPES	31	20.7
MULTIMEDIA KITS	31	20.7
FLANNEL BOARD MATERIALS	26	17.3
MAGAZINES, SPECIALIZED COMIC BOOKS	24	16.0
AUDIO FLASHCARDS	24	16.0
MODELS	19	12.7
FILMSTRIPS, SLIDES	15	10.0
RECORDS	14	9.3
VIDEOTAPES, CLOSED-CIRCUIT TV	12	8.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	11	7.3
FILMS, FILMLOOPS	10	6.7
SOUND FILMSTRIPS, SOUND SLIDES	9	6.0
COMPUTER-ASSISTED INSTR. MATERIALS	3	2.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	101	67.3
PROGRAMMED, SELF-INSTR. MATERIALS	80	53.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	74	49.3
MULTIMEDIA KITS	64	42.7
GAMES, TOYS, PUZZLES	63	42.0
MAGAZINES, SPECIALIZED COMIC BOOKS	57	38.0
AUDIO FLASHCARDS	48	32.0
CASSETTE AND REEL-TO-REEL TAPES	48	32.0
FILMSTRIPS, SLIDES	47	31.3
MAPS, CHARTS, PICTURES, FLASHCARDS	47	31.3
SOUND FILMSTRIPS, SOUND SLIDES	45	30.0
FILMS, FILMLOOPS	41	27.3
VIDEOTAPES, CLOSED-CIRCUIT TV	39	26.0
RECORDS	37	24.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	35	23.3
FLANNEL BOARD MATERIALS	34	22.7
MANIPULATIVE OBJECTS AND TOOLS	34	22.7
COMPUTER-ASSISTED INSTR. MATERIALS	34	22.7
MODELS	25	16.7

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PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	138	3.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	150	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	76	50.7
AVAILABLE MATERIALS POOR IN QUALITY	17	11.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	16	10.7
AVAILABLE MATERIALS TOO COSTLY	16	10.7
INVALID OR NO RESPONSE	25	16.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	66	44.0
INTEREST LEVEL INAPPROPRIATE	55	36.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	52	34.7
POOR SEQUENCING OF LEARNING COMPONENTS	37	24.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	33	22.0
NOT RELEVANT TO MY CURRICULUM	29	19.3
LANGUAGE LEVEL NOT UNIFORM	26	17.3
CONCEPT LEVEL INAPPROPRIATE	26	17.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	26	17.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	9	6.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	55	36.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	52	34.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	48	32.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	47	31.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	47	31.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	42	28.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	36	24.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	34	22.7
INADEQUATE TEACHER DIRECTIONS	16	10.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	14	9.3
REQUIRES TOO MUCH TEACHER TRAINING	11	7.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	57	38.0
DIFFICULT TO STORE/NOT PORTABLE	15	10.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	13	8.7
POOR DURABILITY	12	8.0
DIFFICULT TO OPERATE AND/OR USE	6	4.0
TOO DISTRACTING TO STUDENTS	5	3.3
POOR AUDIO QUALITY	3	2.0
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	3	2.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	0	0.0
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 4: TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED

SUBSECTION F. ANALYSIS OF THE PRIORITY-RELATED QUESTIONS FOR ALL CURRICULUM AREAS COMBINED

SUBSECTION F CONTAINS THE SAME TYPE OF THREE-PAGE ANALYSIS FOR ALL CURRICULUM AREAS COMBINED AS DOES SUBSECTION D FOR INDIVIDUAL CURRICULUM AREAS.

THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* IT APPEARS OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THESE QUESTIONS.

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THE ABOVE RESPONDENT POPULATION MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE MOST CRITICAL. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS RESPONDENT POPULATION.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THIS POPULATION OF TEACHERS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT. THAT IS, IT IS ESTIMATED THAT THE MATERIALS NEEDS OF ABOUT 180,158 STUDENTS IN THESE HANDICAP AREAS (OR SOMEWHERE BETWEEN 119,715 AND 240,600) ARE REPRESENTED BY THE MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE ABOVE RESPONDENT POPULATION.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE RESPONDENT POPULATION (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS RESPONDENT POPULATION. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	11297	97.5
TOTAL NUMBER OF RESPONSES POSSIBLE	11592	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	492	4.4
5 TO 8	5165	45.7
9 TO 11	2155	19.1
12 TO 14	629	5.6
15 TO 17	319	2.8
18 AND OVER	135	1.2
11 AND YOUNGER	1808	16.0
12 AND OLDER	511	4.5
INVALID OR NO RESPONSE	83	0.7

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	4005	35.5
ARTICULATION: SPEECH SOUND PRODUCTION	2496	22.1
STUTTERING: REPETITION, PAUSES, PROLONGATION	1164	10.3
LANGUAGE USE	1027	9.1
AUDITORY PERCEPTION	776	6.9
LANGUAGE COMPREHENSION	758	6.7
HEARING IMPAIRMENT	501	4.4
VOICE: CHRONIC HOARSENESS, WEAKNESS	471	4.2
INVALID OR NO RESPONSE	99	0.9

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	5665	50.1
SEVERE	5122	45.3
MILD	415	3.7
INVALID OR NO RESPONSE	95	0.8

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	11297	97.5
TOTAL NUMBER OF RESPONSES POSSIBLE	11592	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
5 OR FEWER	2625	23.2
6 TO 15	3815	33.8
16 TO 25	1890	16.7
26 OR MORE	2460	21.8
INVALID OR NO RESPONSE	507	4.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 119715 AND 240600 MIDPOINT 180158

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	6764	59.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	6586	58.3
MAPS, CHARTS, PICTURES, FLASHCARDS	5924	52.4
CASSETTE AND REEL-TO-REEL TAPES	5304	47.0
WORKBOOKS, WORKTEXTS	4954	43.9
MANIPULATIVE OBJECTS AND TOOLS	4539	40.2
FLANNEL BOARD MATERIALS	3516	31.1
RECORDS	1980	17.5
AUDIO FLASHCARDS	1950	17.3
MODELS	1879	16.6
PROGRAMMED, SELF-INSTR. MATERIALS	1861	16.5
MAGAZINES, SPECIALIZED COMIC BOOKS	1815	16.1
MULTIMEDIA KITS	1718	15.2
FILMSTRIPS, SLIDES	999	8.8
FILMS, FILMLOOPS	657	5.8
SOUND FILMSTRIPS, SOUND SLIDES	651	5.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	475	4.2
VIDEOTAPES, CLOSED-CIRCUIT TV	401	3.5
COMPUTER-ASSISTED INSTR. MATERIALS	144	1.3

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	6471	57.3
PROGRAMMED, SELF-INSTR. MATERIALS	5319	47.1
GAMES, TOYS, PUZZLES	4462	39.5
CASSETTE AND REEL-TO-REEL TAPES	4317	38.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	4256	37.7
MULTIMEDIA KITS	4150	36.7
MAGAZINES, SPECIALIZED COMIC BOOKS	4144	36.7
MANIPULATIVE OBJECTS AND TOOLS	3655	32.4
AUDIO FLASHCARDS	3630	32.1
MAPS, CHARTS, PICTURES, FLASHCARDS	3490	30.9
SOUND FILMSTRIPS, SOUND SLIDES	3409	30.2
RECORDS	3355	29.7
FLANNEL BOARD MATERIALS	3174	28.1
FILMSTRIPS, SLIDES	3035	26.9
FILMS, FILMLOOPS	2859	25.3
VIDEOTAPES, CLOSED-CIRCUIT TV	2766	24.5
MODELS	2449	21.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	2369	21.0
COMPUTER-ASSISTED INSTR. MATERIALS	2329	20.6

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	11297	97.5
TOTAL NUMBER OF RESPONSES POSSIBLE	11592	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	4646	41.1
AVAILABLE MATERIALS TOO COSTLY	2325	20.6
AVAILABLE MATERIALS POOR IN QUALITY	1206	10.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	1132	10.0
INVALID OR NO RESPONSE	1988	17.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	4000	35.4
INTEREST LEVEL INAPPROPRIATE	3560	31.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	3216	28.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	3057	27.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	2205	19.5
CONCEPT LEVEL INAPPROPRIATE	2094	18.5
POOR SEQUENCING OF LEARNING COMPONENTS	2017	17.9
NOT RELEVANT TO MY CURRICULUM	2006	17.8
LANGUAGE LEVEL NOT UNIFORM	1499	13.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	1139	10.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	4134	36.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	4023	35.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	3619	32.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	3050	27.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	3038	26.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	2776	24.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	2544	22.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	2336	20.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	1110	9.8
REQUIRES TOO MUCH TEACHER TRAINING	716	6.3
INADEQUATE TEACHER DIRECTIONS	699	6.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	3419	30.3
POOR DURABILITY	1971	17.4
DIFFICULT TO STORE/NOT PORTABLE	1571	13.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	1408	12.5
POOR AUDIO QUALITY	882	7.8
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	768	6.8
TOO DISTRACTING TO STUDENTS	640	5.7
DIFFICULT TO OPERATE AND/OR USE	604	5.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	185	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	50	0.4

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RESPONDENT POPULATION 4: TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED

SUBSECTION G. DISTRIBUTION OF STUDENT CHARACTERISTICS FOR WHICH THE HIGHEST PRIORITY MATERIALS NEEDS EXIST

RECALL THAT THE CURRICULUM AREA PRIORITIES WERE CHOSEN IN CONJUNCTION WITH CERTAIN STUDENT CHARACTERISTICS WHICH DESCRIBED THE TYPE OF STUDENTS FOR WHICH MATERIALS NEEDS WERE MOST CRITICAL. ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE RESPONDENT POPULATION INDICATED ABOVE, THESE STUDENT CHARACTERISTICS WERE CHRONOLOGICAL AGE, PROBLEM AREA, AND LEVEL OF SEVERITY. IN THE ANALYSES CONTAINED IN SUBSECTION D, WHERE EACH HIGH PRIORITY CURRICULUM AREA WAS EXPLORED IN DEPTH, THE PREDOMINANT LEVELS OF EACH STUDENT CHARACTERISTIC ASSOCIATED WITH THAT CURRICULUM AREA WERE IDENTIFIED.

SUBSECTION G BEGINS AN IN-DEPTH EXAMINATION OF THE STUDENT CHARACTERISTICS THEMSELVES, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. IT PRESENTS THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO PRIORITIZED MATERIALS NEEDS FOR EACH CHRONOLOGICAL AGE CATEGORY, PROBLEM AREA, AND LEVEL OF SEVERITY OF STUDENT. THUS, SUBSECTION G MAY BE REGARDED AS AN OVERVIEW OF THE KINDS OF STUDENTS, CLASSIFIED BY THESE CHARACTERISTICS, FOR WHOM MATERIALS DEVELOPMENT IS PERCEIVED AS MOST CRITICAL BY THIS POPULATION OF TEACHERS.*

THIS OVERVIEW PROVIDES A FRAMEWORK FOR THE NEXT TWO SUBSECTIONS (H AND J), IN WHICH MATERIALS PRIORITIES FOR SUBGROUPS OF STUDENTS CLASSIFIED BY DIFFERENT CHRONOLOGICAL AGE LEVELS AND BY DIFFERENT SPEECH PROBLEM AREAS ARE DETAILED AND ANALYZED.

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*IN THIS SENSE, IT MAY BE REGARDED AS AN ADJUNCTIVE ANALYSIS TO THAT CONTAINED ON PAGE 1 OF THE THREE-PAGE ANALYSIS PRESENTED IN SUBSECTION F. IT DIFFERS FROM THE SUBSECTION F ANALYSIS IN THAT THE LATTER PRESENTS THE FREQUENCY OF RESPONSES TO THE STUDENT CHARACTERISTICS, WHILE THE SUBSECTION G ANALYSIS IS BASED ON THE FREQUENCY OF RESPONDENTS CHOOSING THESE CHARACTERISTICS.

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DISTRIBUTION OF STUDENT CHARACTERISTICS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS AGE LEVEL

CHRONOLOGICAL AGE	FREQ.	PCT
4 OR UNDER	307	7.9
5 TO 8	2554	66.1
9 TO 11	1484	38.4
12 TO 14	428	11.1
15 TO 17	216	5.6
18 AND OVER	66	1.7
11 AND YOUNGER	855	22.1
12 AND OLDER	306	7.9
INVALID OR NO RESPONSE	47	1.2

RESPONDENTS CHOOSING THIS PROBLEM AREA

PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	2679	69.3
ARTICULATION: SPEECH SOUND PRODUCTION	1967	50.9
STUTTERING: REPETITION, PAUSES, PROLONGATION	1132	29.3
LANGUAGE USE	890	23.0
AUDITORY PERCEPTION	685	17.7
LANGUAGE COMPREHENSION	674	17.4
VOICE: CHRONIC HOARSENESS, WEAKNESS	467	12.1
HEARING IMPAIRMENT	319	8.3
INVALID OR NO RESPONSE	54	1.4

RESPONDENTS CHOOSING THIS SEVERITY LEVEL

LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	2765	71.6
SEVERE	2562	66.3
MILD	322	8.3
INVALID OR NO RESPONSE	45	1.2

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RESPONDENT POPULATION 4: TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED

SUBSECTION H. CURRICULUM AREA ANALYSES FOR STUDENT CHRONOLOGICAL AGE

SUBSECTION H PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR STUDENTS AT DIFFERENT CHRONOLOGICAL AGE LEVELS, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. FOR PURPOSES OF THIS ANALYSIS, THE EIGHT AGE LEVELS CONTAINED ON THE FOLD-IN SHEET OF THE QUESTIONNAIRE FOR THE ABOVE RESPONDENT POPULATION WERE COLLAPSED INTO TWO AGE CATEGORIES:

CHRONOLOGICAL AGE: 11 AND YOUNGER
CHRONOLOGICAL AGE: 12 AND OLDER

THESE TWO CATEGORIES ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE CHRONOLOGICAL AGE CATEGORY IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS IN THIS AGE CATEGORY APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS AGE CATEGORY. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE AGE CATEGORIES CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN AGE CATEGORY, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS AGE CATEGORY.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE AGE LEVELS WITHIN THE GIVEN AGE CATEGORY AND TO THE OTHER CHARACTERISTICS FOR STUDENTS IN THIS CHRONOLOGICAL AGE CATEGORY.

PAGES 2-3 CONTAIN THE RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR THE GIVEN CHRONOLOGICAL AGE CATEGORY. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS AGE CATEGORY.

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*A GIVEN RESPONDENT MIGHT (AND OFTEN DID) CHOOSE THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS AT THE SAME AGE LEVEL--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED RANGE OF STUDENTS.

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CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	3493	90.4
TOTAL RESPONSES TO THIS AGE CATEGORY	9620	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
CONNECTED SPEECH	1385	39.7
PRODUCTION OF PHRASES, SENTENCES	1041	29.8
SPEECH FLUENCY	741	21.2
AUDITORY COMPREHENSION	577	16.5
CONCEPT DEVELOPMENT/GENERALIZATION	560	16.0
PRODUCTION OF ISOLATED SPEECH SOUNDS	517	14.8
PRODUCTION OF WORDS	467	13.4
LISTENING SKILLS	451	12.9
VOICE PRODUCTION	384	11.0
DISCRIMINATION OF SOUNDS	336	9.6
UNDERSTANDING CONNECTED SPEECH	331	9.5
AUDITORY SEQUENTIAL MEMORY	249	7.1
UNDERSTANDING PHRASES AND SENTENCES	203	5.8
ATTENDING/RESPONDING	171	4.9
AUDITORY PERCEPTION	170	4.9
SELF-EXPRESSION	158	4.5
SELF-ACCEPTANCE	150	4.3
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	149	4.3
STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)	146	4.2

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CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	3493	90.4
TOTAL RESPONSES TO THIS AGE CATEGORY	9620	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	492	5.1
5 TO 8	5165	53.7
9 TO 11	2155	22.4
12 TO 14	0	0.0
15 TO 17	0	0.0
18 AND OVER	0	0.0
11 AND YOUNGER	1808	18.8
12 AND OLDER	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	3370	35.0
ARTICULATION: SPEECH SOUND PRODUCTION	2337	24.3
LANGUAGE USE	890	9.3
STUTTERING: REPETITION, PAUSES, PROLONGATION	888	9.2
AUDITORY PERCEPTION	708	7.4
LANGUAGE COMPREHENSION	661	6.9
VOICE: CHRONIC HOARSENESS, WEAKNESS	415	4.3
HEARING IMPAIRMENT	302	3.1
INVALID OR NO RESPONSE	49	0.5

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	5029	52.3
SEVERE	4226	43.9
MILD	325	3.4
INVALID OR NO RESPONSE	40	0.4

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CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	3493	90.4
TOTAL RESPONSES TO THIS AGE CATEGORY	9620	

Q1 APPROXIMATELY HOW MANY STUDENTS IN THIS AGE CATEGORY WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	2097	21.8
6 TO 15	3244	33.7
16 TO 25	1654	17.2
26 OR MORE	2200	22.9
INVALID OR NO RESPONSE	425	4.4

APPROXIMATE NUMBER OF STUDENTS OF THIS AGE WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 105225 AND 210495 MIDPOINT 157860

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	6080	63.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	5573	57.9
MAPS, CHARTS, PICTURES, FLASHCARDS	5125	53.3
CASSETTE AND REEL-TO-REEL TAPES	4660	48.4
WORKBOOKS, WORKTEXTS	4269	44.4
MANIPULATIVE OBJECTS AND TOOLS	4037	42.0
FLANNEL BOARD MATERIALS	3174	33.0
RECORDS	1734	18.0
AUDIO FLASHCARDS	1704	17.7
MODELS	1625	16.9
PROGRAMMED, SELF-INSTR. MATERIALS	1603	16.7
MULTIMEDIA KITS	1498	15.6
MAGAZINES, SPECIALIZED COMIC BOOKS	1432	14.9
FILMSTRIPS, SLIDES	811	8.4
SOUND FILMSTRIPS, SOUND SLIDES	521	5.4
FILMS, FILMLOOPS	489	5.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	341	3.5
VIDEOTAPES, CLOSED-CIRCUIT TV	302	3.1
COMPUTER-ASSISTED INSTR. MATERIALS	119	1.2

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	5500	57.2
PROGRAMMED, SELF-INSTR. MATERIALS	4505	46.8
GAMES, TOYS, PUZZLES	3854	40.1
CASSETTE AND REEL-TO-REEL TAPES	3697	38.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	3550	36.9
MULTIMEDIA KITS	3454	35.9
MAGAZINES, SPECIALIZED COMIC BOOKS	3442	35.8
MANIPULATIVE OBJECTS AND TOOLS	3156	32.8
AUDIO FLASHCARDS	3126	32.5
MAPS, CHARTS, PICTURES, FLASHCARDS	2970	30.9
SOUND FILMSTRIPS, SOUND SLIDES	2889	30.0
RECORDS	2889	30.0
FLANNEL BOARD MATERIALS	2809	29.2
FILMSTRIPS, SLIDES	2535	26.4
FILMS, FILMLOOPS	2370	24.6
VIDEOTAPES, CLOSED-CIRCUIT TV	2255	23.4
MODELS	2063	21.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1943	20.2
COMPUTER-ASSISTED INSTR. MATERIALS	1915	19.9

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CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	3493	90.4
TOTAL RESPONSES TO THIS AGE CATEGORY	9620	--

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	3996	41.5
AVAILABLE MATERIALS TOO COSTLY	2109	21.9
AVAILABLE MATERIALS POOR IN QUALITY	972	10.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	871	9.1
INVALID OR NO RESPONSE	1672	17.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	3450	35.9
INTEREST LEVEL INAPPROPRIATE	2797	29.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	2601	27.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	2408	25.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	1875	19.5
POOR SEQUENCING OF LEARNING COMPONENTS	1765	18.3
CONCEPT LEVEL INAPPROPRIATE	1659	17.2
NOT RELEVANT TO MY CURRICULUM	1623	16.9
LANGUAGE LEVEL NOT UNIFORM	1282	13.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	973	10.1
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	3579	37.2
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	3552	36.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	3099	32.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	2650	27.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	2510	26.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	2356	24.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	2177	22.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	2064	21.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	911	9.5
INADEQUATE TEACHER DIRECTIONS	603	6.3
REQUIRES TOO MUCH TEACHER TRAINING	600	6.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	2847	29.6
POOR DURABILITY	1736	18.0
DIFFICULT TO STORE/NOT PORTABLE	1454	15.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	1143	11.9
POOR AUDIO QUALITY	765	8.0
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	633	6.6
TOO DISTRACTING TO STUDENTS	546	5.7
DIFFICULT TO OPERATE AND/OR USE	529	5.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	142	1.5
INADEQUATE HEALTH AND SAFETY FEATURES	39	0.4

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CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	920	23.8
TOTAL RESPONSES TO THIS AGE CATEGORY	1594	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
SPEECH FLUENCY	194	21.1
CONNECTED SPEECH	170	18.5
PRODUCTION OF PHRASES, SENTENCES	126	13.7
SELF-ACCEPTANCE	63	6.8
CONCEPT DEVELOPMENT/GENERALIZATION	61	6.6
AUDITORY COMPREHENSION	61	6.6
VOICE PRODUCTION	49	5.3
PRODUCTION OF WORDS	48	5.2
UNDERSTANDING CONNECTED SPEECH	44	4.8
SELF-EXPRESSION	40	4.3
UNDERSTANDING PHRASES AND SENTENCES	38	4.1
READING COMPREHENSION	36	3.9
REASONING/DECISION MAKING SKILLS	35	3.8
READING VOCABULARY DEVELOPMENT	34	3.7
LISTENING SKILLS	32	3.5
AUDITORY SEQUENTIAL MEMORY	31	3.4
APPROPRIATE SOCIAL BEHAVIOR	31	3.4
ATTENDING/RESPONDING	29	3.2
STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)	26	2.8

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	920	23.8
TOTAL RESPONSES TO THIS AGE CATEGORY	1594	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	0	0.0
9 TO 11	0	0.0
12 TO 14	629	39.5
15 TO 17	319	20.0
18 AND OVER	135	8.5
11 AND YOUNGER	0	0.0
12 AND OLDER	511	32.1
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	621	39.0
STUTTERING: REPETITION, PAUSES, PROLONGATION	269	16.9
HEARING IMPAIRMENT	195	12.2
ARTICULATION: SPEECH SOUND PRODUCTION	152	9.5
LANGUAGE USE	131	8.2
LANGUAGE COMPREHENSION	93	5.8
AUDITORY PERCEPTION	65	4.1
VOICE: CHRONIC HOARSENESS, WEAKNESS	53	3.3
INVALID OR NO RESPONSE	15	0.9

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	878	55.1
MODERATE	613	38.5
MILD	89	5.6
INVALID OR NO RESPONSE	14	0.9

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CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	920	23.8
TOTAL RESPONSES TO THIS AGE CATEGORY	1594	

Q1 APPROXIMATELY HOW MANY STUDENTS IN THIS AGE CATEGORY WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	511	32.1
6 TO 15	537	33.7
16 TO 25	226	14.2
26 OR MORE	247	15.5
INVALID OR NO RESPONSE	73	4.6

APPROXIMATE NUMBER OF STUDENTS OF THIS AGE WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 13771 AND 28610 MIDPOINT 21191

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	962	60.4
MAPS, CHARTS, PICTURES, FLASHCARDS	759	47.6
WORKBOOKS, WORKTEXTS	659	41.3
GAMES, TOYS, PUZZLES	642	40.3
CASSETTE AND REEL-TO-REEL TAPES	614	38.5
MANIPULATIVE OBJECTS AND TOOLS	474	29.7
MAGAZINES, SPECIALIZED COMIC BOOKS	364	22.8
FLANNEL BOARD MATERIALS	315	19.8
PROGRAMMED, SELF-INSTR. MATERIALS	247	15.5
MODELS	238	14.9
AUDIO FLASHCARDS	232	14.6
RECORDS	226	14.2
MULTIMEDIA KITS	212	13.3
FILMSTRIPS, SLIDES	176	11.0
FILMS, FILMLOOPS	157	9.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	125	7.8
SOUND FILMSTRIPS, SOUND SLIDES	119	7.5
VIDEOTAPES, CLOSED-CIRCUIT TV	94	5.9
COMPUTER-ASSISTED INSTR. MATERIALS	21	1.3

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	942	59.1
PROGRAMMED, SELF-INSTR. MATERIALS	791	49.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	684	42.9
MAGAZINES, SPECIALIZED COMIC BOOKS	681	42.7
MULTIMEDIA KITS	675	42.3
GAMES, TOYS, PUZZLES	592	37.1
CASSETTE AND REEL-TO-REEL TAPES	591	37.1
MAPS, CHARTS, PICTURES, FLASHCARDS	507	31.8
VIDEOTAPES, CLOSED-CIRCUIT TV	498	31.2
SOUND FILMSTRIPS, SOUND SLIDES	496	31.1
AUDIO FLASHCARDS	485	30.4
FILMSTRIPS, SLIDES	478	30.0
MANIPULATIVE OBJECTS AND TOOLS	478	30.0
FILMS, FILMLOOPS	465	29.2
RECORDS	451	28.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	405	25.4
COMPUTER-ASSISTED INSTR. MATERIALS	399	25.0
MODELS	371	23.3
FLANNEL BOARD MATERIALS	349	21.9

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CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	920	23.8
TOTAL RESPONSES TO THIS AGE CATEGORY	1594	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	620	38.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	253	15.9
AVAILABLE MATERIALS POOR IN QUALITY	225	14.1
AVAILABLE MATERIALS TOO COSTLY	200	12.5
INVALID OR NO RESPONSE	296	18.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	742	46.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	628	39.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	593	37.2
NOT ENOUGH REPETITION, REINFORCEMENT	525	32.9
CONCEPT LEVEL INAPPROPRIATE	422	26.5
NOT RELEVANT TO MY CURRICULUM	361	22.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	310	19.4
POOR SEQUENCING OF LEARNING COMPONENTS	233	14.6
LANGUAGE LEVEL NOT UNIFORM	205	12.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	159	10.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	564	35.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	508	31.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	488	30.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	417	26.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	400	25.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	368	23.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	348	21.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	265	16.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	190	11.9
REQUIRES TOO MUCH TEACHER TRAINING	108	6.8
INADEQUATE TEACHER DIRECTIONS	90	5.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	545	34.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	255	16.0
POOR DURABILITY	223	14.0
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	127	8.0
DIFFICULT TO STORE/NOT PORTABLE	113	7.1
POOR AUDIO QUALITY	107	6.7
TOO DISTRACTING TO STUDENTS	85	5.3
DIFFICULT TO OPERATE AND/OR USE	70	4.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	38	2.4
INADEQUATE HEALTH AND SAFETY FEATURES	7	0.4

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 4: TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED

SUBSECTION J. CURRICULUM AREA ANALYSES FOR STUDENT SPEECH PROBLEM AREA

SUBSECTION J PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR SPEECH AND LANGUAGE IMPAIRED STUDENTS WITH DIFFERENT SPEECH PROBLEM AREAS. THESE EIGHT PROBLEM AREAS, CONTAINED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION, WERE:

VOICE--CHRONIC HOARSENESS, WEAKNESS
STUTTERING--REPETITION, PAUSES, PROLONGATION
LANGUAGE USE
LANGUAGE COMPREHENSION
LANGUAGE COMPREHENSION AND USE
ARTICULATION--SPEECH SOUND PRODUCTION
HEARING IMPAIRMENT
AUDITORY PERCEPTION

THESE EIGHT PROBLEM AREAS ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE PROBLEM AREA IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS IN THIS PROBLEM AREA APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS PROBLEM AREA. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE PROBLEM AREAS CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN PROBLEM AREA, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS PROBLEM AREA.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE OTHER CHARACTERISTICS (CHRONOLOGICAL AGE AND LEVEL OF SEVERITY) FOR STUDENTS IN THE GIVEN PROBLEM AREA. PAGES 2-3 CONTAIN THE RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR STUDENTS IN THIS PROBLEM AREA. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS PROBLEM AREA.

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*A GIVEN RESPONDENT MAY HAVE CHOSEN THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS IN THE SAME PROBLEM AREA--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED GROUP OF STUDENTS.

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PRIORITIZED STUDENT PROBLEM AREA:
VOICE--CHRONIC HOARSENESS, WEAKNESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	467	12.1
TOTAL RESPONSES TO THIS PROBLEM AREA	471	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS CURRICULUM AREA

	FREQ.	PCT
VOICE PRODUCTION	405	86.7
CONNECTED SPEECH	24	5.1
SPEECH FLUENCY	8	1.7
SELF-ACCEPTANCE	8	1.7
PRODUCTION OF PHRASES, SENTENCES	4	0.9
SELF-IDENTIFICATION	4	0.9
SELF-EXPRESSION	3	0.6
AUDITORY PERCEPTION	2	0.4
REASONING/DECISION MAKING SKILLS	2	0.4
PRODUCTION OF WORDS	2	0.4
APPROPRIATE SOCIAL BEHAVIOR	2	0.4
INTERPERSONAL RELATIONS	2	0.4

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PRIORITIZED STUDENT PROBLEM AREA:
VOICE--CHRONIC HOARSENESS, WEAKNESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	467	12.1
TOTAL RESPONSES TO THIS PROBLEM AREA	471	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	145	30.8
9 TO 11	156	33.1
12 TO 14	28	5.9
15 TO 17	9	1.9
18 AND OVER	1	0.2
11 AND YOUNGER	114	24.2
12 AND OLDER	15	3.2
INVALID OR NO RESPONSE	3	0.6

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	283	60.1
SEVERE	166	35.2
MILD	17	3.6
INVALID OR NO RESPONSE	5	1.1

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PRIORITIZED STUDENT PROBLEM AREA:
VOICE--CHRONIC HOARSENESS, WEAKNESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	467	12.1
TOTAL RESPONSES TO THIS PROBLEM AREA	471	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	363	77.1
6 TO 15	75	15.9
16 TO 25	6	1.3
26 OR MORE	4	0.8
INVALID OR NO RESPONSE	23	4.9

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 1013 AND 3290 MIDPOINT 2152

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	359	76.2
CASSETTE AND REEL-TO-REEL TAPES	229	48.6
MAPS, CHARTS, PICTURES, FLASHCARDS	98	20.8
GAMES, TOYS, PUZZLES	83	17.6
WORKBOOKS, WORKTEXTS	73	15.5
MODELS	53	11.3
MANIPULATIVE OBJECTS AND TOOLS	40	8.5
PROGRAMMED, SELF-INSTR. MATERIALS	38	8.1
MAGAZINES, SPECIALIZED COMIC BOOKS	27	5.7
AUDIO FLASHCARDS	25	5.3
FLANNEL BOARD MATERIALS	22	4.7
FILMSTRIPS, SLIDES	15	3.2
RECORDS	12	2.5
MULTIMEDIA KITS	10	2.1
SOUND FILMSTRIPS, SOUND SLIDES	8	1.7
FILMS, FILMLOOPS	5	1.1
VIDEOTAPES, CLOSED-CIRCUIT TV	4	0.8
COMPUTER-ASSISTED INSTR. MATERIALS	2	0.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1	0.2

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	311	66.0
PROGRAMMED, SELF-INSTR. MATERIALS	251	53.3
CASSETTE AND REEL-TO-REEL TAPES	227	48.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	193	41.0
SOUND FILMSTRIPS, SOUND SLIDES	165	35.0
MODELS	164	34.8
MAGAZINES, SPECIALIZED COMIC BOOKS	161	34.2
RECORDS	155	32.9
GAMES, TOYS, PUZZLES	146	31.0
FILMSTRIPS, SLIDES	131	27.8
FILMS, FILMLOOPS	128	27.2
MULTIMEDIA KITS	125	26.5
MAPS, CHARTS, PICTURES, FLASHCARDS	116	24.6
VIDEOTAPES, CLOSED-CIRCUIT TV	115	24.4
AUDIO FLASHCARDS	99	21.0
MANIPULATIVE OBJECTS AND TOOLS	93	19.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	92	19.5
COMPUTER-ASSISTED INSTR. MATERIALS	84	17.8
FLANNEL BOARD MATERIALS	80	17.0

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PRIORITIZED STUDENT PROBLEM AREA:
VOICE--CHRONIC HOARSENESS, WEAKNESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	467	12.1
TOTAL RESPONSES TO THIS PROBLEM AREA	471	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	164	34.8
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	111	23.6
AVAILABLE MATERIALS POOR IN QUALITY	65	13.8
AVAILABLE MATERIALS TOO COSTLY	63	13.4
INVALID OR NO RESPONSE	68	14.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	96	20.4
NOT ENOUGH REPETITION, REINFORCEMENT	81	17.2
NOT RELEVANT TO MY CURRICULUM	70	14.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	63	13.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	46	9.8
CONCEPT LEVEL INAPPROPRIATE	42	8.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	41	8.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	36	7.6
POOR SEQUENCING OF LEARNING COMPONENTS	28	5.9
LANGUAGE LEVEL NOT UNIFORM	12	2.5
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	135	28.7
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	108	22.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	105	22.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	90	19.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	63	13.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	57	12.1
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	53	11.3
INADEQUATE TEACHER DIRECTIONS	50	10.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	41	8.7
REQUIRES TOO MUCH TEACHER TRAINING	41	8.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	31	6.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	111	23.6
POOR AUDIO QUALITY	38	8.1
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	24	5.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	23	4.9
DIFFICULT TO OPERATE AND/OR USE	22	4.7
DIFFICULT TO STORE/NOT PORTABLE	19	4.0
POOR DURABILITY	19	4.0
TOO DISTRACTING TO STUDENTS	5	1.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	0.6
INADEQUATE HEALTH AND SAFETY FEATURES	2	0.4

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PRIORITIZED STUDENT PROBLEM AREA:
STUTTERING--REPETITION, PAUSES, PROLONGATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	1132	29.3
TOTAL RESPONSES TO THIS PROBLEM AREA	1164	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS CURRICULUM AREA

	FREQ.	PCT
SPEECH FLUENCY	874	77.2
SELF-ACCEPTANCE	137	12.1
SELF-EXPRESSION	45	4.0
CONNECTED SPEECH	26	2.3
SELF-IDENTIFICATION	14	1.2
INTERPERSONAL RELATIONS	13	1.1
PRODUCTION OF PHRASES, SENTENCES	8	0.7
APPROPRIATE SOCIAL BEHAVIOR	4	0.4
ATTENDING/RESPONDING	2	0.2
REMEMBERING	2	0.2
UNDERSTANDING CONNECTED SPEECH	2	0.2
PRODUCTION OF ISOLATED SPEECH SOUNDS	2	0.2
STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)	2	0.2
AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)	2	0.2

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PRIORITIZED STUDENT PROBLEM AREA:
STUTTERING--REPETITION, PAUSES, PROLONGATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	1132	29.3
TOTAL RESPONSES TO THIS PROBLEM AREA	1164	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	5	0.4
5 TO 8	296	25.4
9 TO 11	403	34.6
12 TO 14	126	10.8
15 TO 17	74	6.4
18 AND OVER	2	0.2
11 AND YOUNGER	184	15.8
12 AND OLDER	67	5.8
INVALID OR NO RESPONSE	7	0.6

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	620	53.3
SEVERE	495	42.5
MILD	48	4.1
INVALID OR NO RESPONSE	1	0.1

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PRIORITIZED STUDENT PROBLEM AREA:
STUTTERING--REPETITION, PAUSES, PROLONGATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	1132	29.3
TOTAL RESPONSES TO THIS PROBLEM AREA	1164	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	877	75.3
6 TO 15	225	19.3
16 TO 25	5	0.4
26 OR MORE	8	0.7
INVALID OR NO RESPONSE	49	4.2

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 2515 AND 8285 MIDPOINT 5400

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	839	72.1
CASSETTE AND REEL-TO-REEL TAPES	554	47.6
WORKBOOKS, WORKTEXTS	358	30.8
GAMES, TOYS, PUZZLES	347	29.8
MAPS, CHARTS, PICTURES, FLASHCARDS	323	27.7
MANIPULATIVE OBJECTS AND TOOLS	191	16.4
MAGAZINES, SPECIALIZED COMIC BOOKS	150	12.9
PROGRAMMED, SELF-INSTR. MATERIALS	137	11.8
MODELS	132	11.3
FLANNEL BOARD MATERIALS	128	11.0
AUDIO FLASHCARDS	61	5.2
MULTIMEDIA KITS	48	4.1
RECORDS	47	4.0
VIDEOTAPES, CLOSED-CIRCUIT TV	42	3.6
FILMSTRIPS, SLIDES	19	1.6
SOUND FILMSTRIPS, SOUND SLIDES	15	1.3
FILMS, FILMLOOPS	14	1.2
COMPUTER-ASSISTED INSTR. MATERIALS	13	1.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	8	0.7

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	697	59.9
PROGRAMMED, SELF-INSTR. MATERIALS	612	52.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	480	41.2
MAGAZINES, SPECIALIZED COMIC BOOKS	440	37.8
CASSETTE AND REEL-TO-REEL TAPES	428	36.8
VIDEOTAPES, CLOSED-CIRCUIT TV	418	35.9
MULTIMEDIA KITS	373	32.0
GAMES, TOYS, PUZZLES	339	29.1
SOUND FILMSTRIPS, SOUND SLIDES	336	28.9
RECORDS	303	26.0
FILMS, FILMLOOPS	289	24.8
FILMSTRIPS, SLIDES	277	23.8
COMPUTER-ASSISTED INSTR. MATERIALS	246	21.1
MAPS, CHARTS, PICTURES, FLASHCARDS	244	21.0
MODELS	232	19.9
AUDIO FLASHCARDS	228	19.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	220	18.9
MANIPULATIVE OBJECTS AND TOOLS	217	18.6
FLANNEL BOARD MATERIALS	198	17.0

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PRIORITIZED STUDENT PROBLEM AREA:
STUTTERING--REPETITION, PAUSES, PROLONGATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	1132	29.3
TOTAL RESPONSES TO THIS PROBLEM AREA	1164	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	420	36.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	226	19.4
AVAILABLE MATERIALS POOR IN QUALITY	197	16.9
AVAILABLE MATERIALS TOO COSTLY	132	11.3
INVALID OR NO RESPONSE	189	16.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	374	32.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	274	23.5
NOT ENOUGH REPETITION, REINFORCEMENT	202	17.4
NOT RELEVANT TO MY CURRICULUM	178	15.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	163	14.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	150	12.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	141	12.1
CONCEPT LEVEL INAPPROPRIATE	118	10.1
POOR SEQUENCING OF LEARNING COMPONENTS	77	6.6
LANGUAGE LEVEL NOT UNIFORM	31	2.7
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	412	35.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	375	32.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	322	27.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	254	21.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	232	19.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	189	16.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	181	15.5
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	150	12.9
INADEQUATE TEACHER DIRECTIONS	110	9.5
REQUIRES TOO MUCH TEACHER TRAINING	101	8.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	63	5.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	393	33.8
DIFFICULT TO OPERATE AND/OR USE	76	6.5
POOR DURABILITY	70	6.0
DIFFICULT TO STORE/NOT PORTABLE	67	5.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	53	4.6
POOR AUDIO QUALITY	42	3.6
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	38	3.3
TOO DISTRACTING TO STUDENTS	22	1.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	0.4
INADEQUATE HEALTH AND SAFETY FEATURES	3	0.3

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE USE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	890	23.0
TOTAL RESPONSES TO THIS PROBLEM AREA	1027	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
CONNECTED SPEECH	249	28.0
PRODUCTION OF PHRASES, SENTENCES	247	27.8
STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)	50	5.6
CONCEPT DEVELOPMENT/GENERALIZATION	47	5.3
SELF-EXPRESSION	44	4.9
PRODUCTION OF WORDS	39	4.4
PURPOSE IN SPOKEN LANGUAGE (E.G., PERSUASION, DESCRIPTION)	32	3.6
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	31	3.5
GRAMMAR	26	2.9
AUDITORY SEQUENTIAL MEMORY	23	2.6
REASONING/DECISION MAKING SKILLS	19	2.1
ATTENDING/RESPONDING	18	2.0
AUDITORY COMPREHENSION	16	1.8
LISTENING SKILLS	14	1.6
APPROPRIATE SOCIAL BEHAVIOR	14	1.6
PRODUCTION OF ISOLATED SPEECH SOUNDS	12	1.3
REMEMBERING	11	1.2

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE USE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	890	23.0
TOTAL RESPONSES TO THIS PROBLEM AREA	1027	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	64	6.2
5 TO 8	485	47.2
9 TO 11	199	19.4
12 TO 14	51	5.0
15 TO 17	26	2.5
18 AND OVER	10	1.0
11 AND YOUNGER	142	13.8
12 AND OLDER	44	4.3
INVALID OR NO RESPONSE	6	0.6

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	520	50.6
SEVERE	473	46.1
MILD	32	3.1
INVALID OR NO RESPONSE	2	0.2

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE USE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	890	23.0
TOTAL RESPONSES TO THIS PROBLEM AREA	1027	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	175	17.0
6 TO 15	445	43.3
16 TO 25	197	19.2
26 OR MORE	161	15.7
INVALID OR NO RESPONSE	49	4.8

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 10183 AND 20525 MIDPOINT 15354

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	632	61.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	565	55.0
MAPS, CHARTS, PICTURES, FLASHCARDS	548	53.4
MANIPULATIVE OBJECTS AND TOOLS	468	45.6
CASSETTE AND REEL-TO-REEL TAPES	416	40.5
WORKBOOKS, WORKTEXTS	412	40.1
FLANNEL BOARD MATERIALS	390	38.0
AUDIO FLASHCARDS	193	18.8
MAGAZINES, SPECIALIZED COMIC BOOKS	189	18.4
MODELS	178	17.3
MULTIMEDIA KITS	171	16.7
RECORDS	165	16.1
PROGRAMMED, SELF-INSTR. MATERIALS	164	16.0
FILMSTRIPS, SLIDES	94	9.2
FILMS, FILMLOOPS	75	7.3
SOUND FILMSTRIPS, SOUND SLIDES	55	5.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	44	4.3
VIDEOTAPES, CLOSED-CIRCUIT TV	42	4.1
COMPUTER-ASSISTED INSTR. MATERIALS	16	1.6

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	580	56.5
PROGRAMMED, SELF-INSTR. MATERIALS	446	43.4
GAMES, TOYS, PUZZLES	443	43.1
MAGAZINES, SPECIALIZED COMIC BOOKS	382	37.2
MULTIMEDIA KITS	381	37.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	378	36.8
CASSETTE AND REEL-TO-REEL TAPES	368	35.8
FLANNEL BOARD MATERIALS	349	34.0
MANIPULATIVE OBJECTS AND TOOLS	349	34.0
MAPS, CHARTS, PICTURES, FLASHCARDS	342	33.3
AUDIO FLASHCARDS	317	30.9
RECORDS	299	29.1
FILMSTRIPS, SLIDES	277	27.0
SOUND FILMSTRIPS, SOUND SLIDES	275	26.8
FILMS, FILMLOOPS	249	24.2
VIDEOTAPES, CLOSED-CIRCUIT TV	234	22.8
MODELS	218	21.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	205	20.0
COMPUTER-ASSISTED INSTR. MATERIALS	192	18.7

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE USE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	890	23.0
TOTAL RESPONSES TO THIS PROBLEM AREA	1027	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	416	40.5
AVAILABLE MATERIALS TOO COSTLY	219	21.3
AVAILABLE MATERIALS POOR IN QUALITY	100	9.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	94	9.2
INVALID OR NO RESPONSE	198	19.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	353	34.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	336	32.7
INTEREST LEVEL INAPPROPRIATE	321	31.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	313	30.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	222	21.6
POOR SEQUENCING OF LEARNING COMPONENTS	197	19.2
NOT RELEVANT TO MY CURRICULUM	195	19.0
CONCEPT LEVEL INAPPROPRIATE	190	18.5
LANGUAGE LEVEL NOT UNIFORM	177	17.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	94	9.2
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	373	36.3
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	369	35.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	326	31.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	297	28.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	274	26.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	237	23.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	229	22.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	226	22.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	87	8.5
REQUIRES TOO MUCH TEACHER TRAINING	71	6.9
INADEQUATE TEACHER DIRECTIONS	52	5.1
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	323	31.5
POOR DURABILITY	184	17.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	166	16.2
DIFFICULT TO STORE/NOT PORTABLE	162	15.8
TOO DISTRACTING TO STUDENTS	78	7.6
POOR AUDIO QUALITY	58	5.6
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	49	4.8
DIFFICULT TO OPERATE AND/OR USE	48	4.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	10	1.0
INADEQUATE HEALTH AND SAFETY FEATURES	3	0.3

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	674	17.4
TOTAL RESPONSES TO THIS PROBLEM AREA	758	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
AUDITORY COMPREHENSION	189	28.0
UNDERSTANDING CONNECTED SPEECH	107	15.9
LISTENING SKILLS	96	14.2
UNDERSTANDING PHRASES AND SENTENCES	75	11.1
CONCEPT DEVELOPMENT/GENERALIZATION	61	9.1
AUDITORY SEQUENTIAL MEMORY	39	5.8
ATTENDING/RESPONDING	28	4.2
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	15	2.2
REMEMBERING	12	1.8
REASONING/DECISION MAKING SKILLS	11	1.6
PRODUCTION OF PHRASES, SENTENCES	11	1.6
CONNECTED SPEECH	11	1.6
READING COMPREHENSION	10	1.5
AUDITORY PERCEPTION	9	1.3
DISCRIMINATION OF SOUNDS	9	1.3
PRODUCTION OF WORDS	5	0.7
AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)	5	0.7
READING VOCABULARY DEVELOPMENT	5	0.7

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	674	17.4
TOTAL RESPONSES TO THIS PROBLEM AREA	758	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	61	8.0
5 TO 8	378	49.9
9 TO 11	129	17.0
12 TO 14	29	3.8
15 TO 17	11	1.5
18 AND OVER	18	2.4
11 AND YOUNGER	93	12.3
12 AND OLDER	35	4.6
INVALID OR NO RESPONSE	4	0.5

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	412	54.4
MODERATE	319	42.1
MILD	25	3.3
INVALID OR NO RESPONSE	2	0.3

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	674	17.4
TOTAL RESPONSES TO THIS PROBLEM AREA	758	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	118	15.6
6 TO 15	345	45.5
16 TO 25	149	19.7
26 OR MORE	101	13.3
INVALID OR NO RESPONSE	45	5.9

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 7198 AND 14540 MIDPOINT 10869

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	475	62.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	395	52.1
MAPS, CHARTS, PICTURES, FLASHCARDS	385	50.8
CASSETTE AND REEL-TO-REEL TAPES	374	49.3
MANIPULATIVE OBJECTS AND TOOLS	365	48.2
WORKBOOKS, WORKTEXTS	306	40.4
FLANNEL BOARD MATERIALS	267	35.2
AUDIO FLASHCARDS	158	20.8
RECORDS	156	20.6
MULTIMEDIA KITS	139	18.3
PROGRAMMED, SELF-INSTR. MATERIALS	133	17.5
MODELS	127	16.8
MAGAZINES, SPECIALIZED COMIC BOOKS	85	11.2
FILMSTRIPS, SLIDES	73	9.6
SOUND FILMSTRIPS, SOUND SLIDES	46	6.1
FILMS, FILMLOOPS	38	5.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	35	4.6
VIDEOTAPES, CLOSED-CIRCUIT TV	29	3.8
COMPUTER-ASSISTED INSTR. MATERIALS	10	1.3

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	408	53.8
PROGRAMMED, SELF-INSTR. MATERIALS	325	42.9
GAMES, TOYS, PUZZLES	313	41.3
CASSETTE AND REEL-TO-REEL TAPES	307	40.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	281	37.1
AUDIO FLASHCARDS	274	36.1
MULTIMEDIA KITS	260	34.3
MANIPULATIVE OBJECTS AND TOOLS	257	33.9
MAGAZINES, SPECIALIZED COMIC BOOKS	252	33.2
SOUND FILMSTRIPS, SOUND SLIDES	236	31.1
FLANNEL BOARD MATERIALS	233	30.7
RECORDS	231	30.5
MAPS, CHARTS, PICTURES, FLASHCARDS	226	29.8
FILMSTRIPS, SLIDES	203	26.8
FILMS, FILMLOOPS	186	24.5
VIDEOTAPES, CLOSED-CIRCUIT TV	161	21.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	156	20.6
MODELS	146	19.3
COMPUTER-ASSISTED INSTR. MATERIALS	143	18.9

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	674	17.4
TOTAL RESPONSES TO THIS PROBLEM AREA	758	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	329	43.4
AVAILABLE MATERIALS TOO COSTLY	145	19.1
AVAILABLE MATERIALS POOR IN QUALITY	85	11.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	58	7.7
INVALID OR NO RESPONSE	141	18.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	276	36.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	255	33.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	254	33.5
INTEREST LEVEL INAPPROPRIATE	235	31.0
CONCEPT LEVEL INAPPROPRIATE	187	24.7
POOR SEQUENCING OF LEARNING COMPONENTS	187	24.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	167	22.0
NOT RELEVANT TO MY CURRICULUM	143	18.9
LANGUAGE LEVEL NOT UNIFORM	132	17.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	93	12.3
USE		
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	276	36.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	266	35.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	259	34.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	225	29.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	218	28.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	217	28.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	168	22.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	119	15.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	92	12.1
INADEQUATE TEACHER DIRECTIONS	51	6.7
REQUIRES TOO MUCH TEACHER TRAINING	49	6.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	246	32.5
POOR DURABILITY	152	20.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	111	14.6
DIFFICULT TO STORE/NOT PORTABLE	111	14.6
POOR AUDIO QUALITY	71	9.4
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	65	8.6
TOO DISTRACTING TO STUDENTS	56	7.4
DIFFICULT TO OPERATE AND/OR USE	42	5.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	13	1.7
INADEQUATE HEALTH AND SAFETY FEATURES	3	0.4

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE COMPREHENSION AND USE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	2679	69.3
TOTAL RESPONSES TO THIS PROBLEM AREA	4005	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
CONNECTED SPEECH	588	21.9
PRODUCTION OF PHRASES, SENTENCES	514	19.2
CONCEPT DEVELOPMENT/GENERALIZATION	472	17.6
AUDITORY COMPREHENSION	272	10.2
UNDERSTANDING CONNECTED SPEECH	204	7.6
LISTENING SKILLS	175	6.5
UNDERSTANDING PHRASES AND SENTENCES	140	5.2
REASONING/DECISION MAKING SKILLS	121	4.5
ATTENDING/RESPONDING	111	4.1
AUDITORY SEQUENTIAL MEMORY	108	4.0
STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)	105	3.9
READING VOCABULARY DEVELOPMENT	86	3.2
PRODUCTION OF WORDS	84	3.1
PURPOSE IN SPOKEN LANGUAGE (E.G., PERSUASION, DESCRIPTION)	84	3.1
SELF-EXPRESSION	76	2.8
REMEMBERING	73	2.7
GRAMMAR	58	2.2
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	50	1.9
READING COMPREHENSION	50	1.9

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE COMPREHENSION AND USE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	2679	69.3
TOTAL RESPONSES TO THIS PROBLEM AREA	4005	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	237	5.9
5 TO 8	1890	47.2
9 TO 11	619	15.5
12 TO 14	219	5.5
15 TO 17	103	2.6
18 AND OVER	70	1.7
11 AND YOUNGER	624	15.6
12 AND OLDER	229	5.7
INVALID OR NO RESPONSE	14	0.3

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	1991	49.7
MODERATE	1874	46.8
MILD	123	3.1
INVALID OR NO RESPONSE	17	0.4

TEACHERS OF
SPEECH IMPAIRED
LANGUAGE IMPAIRED

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE COMPREHENSION AND USE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	2679	69.3
TOTAL RESPONSES TO THIS PROBLEM AREA	4005	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	542	13.5
6 TO 15	1648	41.1
16 TO 25	841	21.0
26 OR MORE	807	20.1
INVALID OR NO RESPONSE	167	4.2

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 44868 AND 88805 MIDPOINT 66837

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	2600	64.9
MAPS, CHARTS, PICTURES, FLASHCARDS	2368	59.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	2236	55.8
MANIPULATIVE OBJECTS AND TOOLS	2032	50.7
WORKBOOKS, WORKTEXTS	1769	44.2
CASSETTE AND REEL-TO-REEL TAPES	1744	43.5
FLANNEL BOARD MATERIALS	1528	38.2
RECORDS	827	20.6
MULTIMEDIA KITS	764	19.1
MODELS	745	18.6
AUDIO FLASHCARDS	685	17.1
PROGRAMMED, SELF-INSTR. MATERIALS	681	17.0
MAGAZINES, SPECIALIZED COMIC BOOKS	674	16.8
FILMSTRIPS, SLIDES	383	9.6
SOUND FILMSTRIPS, SOUND SLIDES	278	6.9
FILMS, FILMLOOPS	266	6.6
VIDEOTAPES, CLOSED-CIRCUIT TV	158	3.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	150	3.7
COMPUTER-ASSISTED INSTR. MATERIALS	54	1.3

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	2431	60.7
PROGRAMMED, SELF-INSTR. MATERIALS	1902	47.5
GAMES, TOYS, PUZZLES	1778	44.4
MANIPULATIVE OBJECTS AND TOOLS	1664	41.5
MULTIMEDIA KITS	1657	41.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1641	41.0
CASSETTE AND REEL-TO-REEL TAPES	1615	40.3
MAGAZINES, SPECIALIZED COMIC BOOKS	1559	38.9
MAPS, CHARTS, PICTURES, FLASHCARDS	1442	36.0
AUDIO FLASHCARDS	1430	35.7
FLANNEL BOARD MATERIALS	1301	32.5
SOUND FILMSTRIPS, SOUND SLIDES	1269	31.7
RECORDS	1244	31.1
FILMSTRIPS, SLIDES	1158	28.9
FILMS, FILMLOOPS	1076	26.9
VIDEOTAPES, CLOSED-CIRCUIT TV	979	24.4
MODELS	898	22.4
COMPUTER-ASSISTED INSTR. MATERIALS	874	21.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	855	21.3

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PRIORITIZED STUDENT PROBLEM AREA:
LANGUAGE COMPREHENSION AND USE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	2679	69.3
TOTAL RESPONSES TO THIS PROBLEM AREA	4005	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1691	42.2
AVAILABLE MATERIALS TOO COSTLY	938	23.4
AVAILABLE MATERIALS POOR IN QUALITY	395	9.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	313	7.8
INVALID OR NO RESPONSE	668	16.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	1593	39.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1455	36.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1395	34.8
INTEREST LEVEL INAPPROPRIATE	1340	33.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	1023	25.5
CONCEPT LEVEL INAPPROPRIATE	1006	25.1
POOR SEQUENCING OF LEARNING COMPONENTS	986	24.6
LANGUAGE LEVEL NOT UNIFORM	779	19.5
NOT RELEVANT TO MY CURRICULUM	769	19.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	415	10.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	1614	40.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	1526	38.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	1509	37.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	1258	31.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	1238	30.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	1131	28.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	1027	25.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	893	22.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	461	11.5
REQUIRES TOO MUCH TEACHER TRAINING	267	6.7
INADEQUATE TEACHER DIRECTIONS	247	6.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	1247	31.1
POOR DURABILITY	827	20.6
DIFFICULT TO STORE/NOT PORTABLE	674	16.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	642	16.0
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	304	7.6
POOR AUDIO QUALITY	300	7.5
TOO DISTRACTING TO STUDENTS	292	7.3
DIFFICULT TO OPERATE AND/OR USE	231	5.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	102	2.5
INADEQUATE HEALTH AND SAFETY FEATURES	17	0.4

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PRIORITIZED STUDENT PROBLEM AREA:
ARTICULATION--SPEECH SOUND PRODUCTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	1967	50.9
TOTAL RESPONSES TO THIS PROBLEM AREA	2496	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
CONNECTED SPEECH	724	36.8
PRODUCTION OF ISOLATED SPEECH SOUNDS	504	25.6
PRODUCTION OF WORDS	369	18.8
PRODUCTION OF PHRASES, SENTENCES	363	18.5
DISCRIMINATION OF SOUNDS	155	7.9
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	65	3.3
AWARENESS OF SOUNDS	29	1.5
LISTENING SKILLS	29	1.5
SPEECH FLUENCY	28	1.4
SELF-EXPRESSION	24	1.2
AUDITORY SEQUENTIAL MEMORY	19	1.0
SELF-ACCEPTANCE	18	0.9
AUDITORY PERCEPTION	16	0.8
ATTENDING TO SOUNDS	14	0.7
AUDITORY COMPREHENSION	12	0.6
FINE MOTOR DEVELOPMENT	10	0.5
ATTENDING/RESPONDING	10	0.5
KINESTHETIC PERCEPTION	8	0.4
VOICE PRODUCTION	7	0.4

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PRIORITIZED STUDENT PROBLEM AREA:
ARTICULATION--SPEECH SOUND PRODUCTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	1967	50.9
TOTAL RESPONSES TO THIS PROBLEM AREA	2496	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	82	3.3
5 TO 8	1402	56.2
9 TO 11	397	15.9
12 TO 14	56	2.2
15 TO 17	33	1.3
18 AND OVER	15	0.6
11 AND YOUNGER	456	18.3
12 AND OLDER	48	1.9
INVALID OR NO RESPONSE	7	0.3

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	1456	58.3
SEVERE	913	36.6
MILD	117	4.7
INVALID OR NO RESPONSE	10	0.4

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PRIORITIZED STUDENT PROBLEM AREA:
ARTICULATION--SPEECH SOUND PRODUCTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	1967	50.9
TOTAL RESPONSES TO THIS PROBLEM AREA	2496	

C1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	218	8.7
6 TO 15	549	22.0
16 TO 25	474	19.0
26 OR MORE	1163	46.6
INVALID OR NO RESPONSE	92	3.7

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 41334 AND 79325 MIDPOINT 60330

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	1922	77.0
MAPS, CHARTS, PICTURES, FLASHCARDS	1589	63.7
WORKBOOKS, WORKTEXTS	1442	57.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1416	56.7
CASSETTE AND REEL-TO-REEL TAPES	1354	54.2
MANIPULATIVE OBJECTS AND TOOLS	964	38.6
FLANNEL BOARD MATERIALS	854	34.2
AUDIO FLASHCARDS	594	23.8
MAGAZINES, SPECIALIZED COMIC BOOKS	500	20.0
PROGRAMMED, SELF-INSTR. MATERIALS	488	19.6
MODELS	486	19.5
RECORDS	471	18.9
MULTIMEDIA KITS	375	15.0
FILMSTRIPS, SLIDES	274	11.0
SOUND FILMSTRIPS, SOUND SLIDES	152	6.1
FILMS, FILMLOOPS	133	5.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	114	4.6
VIDEOTAPES, CLOSED-CIRCUIT TV	82	3.3
COMPUTER-ASSISTED INSTR. MATERIALS	27	1.1

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1261	50.5
PROGRAMMED, SELF-INSTR. MATERIALS	1135	45.5
MAGAZINES, SPECIALIZED COMIC BOOKS	912	36.5
GAMES, TOYS, PUZZLES	879	35.2
CASSETTE AND REEL-TO-REEL TAPES	845	33.9
AUDIO FLASHCARDS	821	32.9
MULTIMEDIA KITS	812	32.5
SOUND FILMSTRIPS, SOUND SLIDES	741	29.7
RECORDS	716	28.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	711	28.5
MAPS, CHARTS, PICTURES, FLASHCARDS	707	28.3
FLANNEL BOARD MATERIALS	674	27.0
MANIPULATIVE OBJECTS AND TOOLS	652	26.1
FILMSTRIPS, SLIDES	630	25.2
FILMS, FILMLOOPS	596	23.9
VIDEOTAPES, CLOSED-CIRCUIT TV	553	22.2
MODELS	531	21.3
COMPUTER-ASSISTED INSTR. MATERIALS	505	20.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	487	19.5

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PRIORITIZED STUDENT PROBLEM AREA:
ARTICULATION--SPEECH SOUND PRODUCTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	1967	50.9
TOTAL RESPONSES TO THIS PROBLEM AREA	2496	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1128	45.2
AVAILABLE MATERIALS TOO COSTLY	548	22.0
AVAILABLE MATERIALS POOR IN QUALITY	210	8.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	157	6.3
INVALID OR NO RESPONSE	453	18.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	951	38.1
INTEREST LEVEL INAPPROPRIATE	742	29.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	515	20.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	498	20.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	419	16.8
NOT RELEVANT TO MY CURRICULUM	397	15.9
POOR SEQUENCING OF LEARNING COMPONENTS	274	11.0
CONCEPT LEVEL INAPPROPRIATE	244	9.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	215	8.6
LANGUAGE LEVEL NOT UNIFORM	177	7.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	929	37.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	869	34.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	656	26.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	648	26.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	639	25.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	554	22.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	518	20.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	501	20.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	186	7.5
INADEQUATE TEACHER DIRECTIONS	118	4.7
REQUIRES TOO MUCH TEACHER TRAINING	105	4.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	702	28.1
POOR DURABILITY	538	21.6
DIFFICULT TO STORE/NOT PORTABLE	362	14.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	290	11.6
POOR AUDIO QUALITY	180	7.2
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	157	6.3
TOO DISTRACTING TO STUDENTS	120	4.8
DIFFICULT TO OPERATE AND/OR USE	106	4.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	28	1.1
INADEQUATE HEALTH AND SAFETY FEATURES	7	0.3

TEACHERS OF
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PRIORITIZED STUDENT PROBLEM AREA:
HEARING IMPAIRMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	319	8.3
TOTAL RESPONSES TO THIS PROBLEM AREA	501	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS CURRICULUM AREA

	FREQ.	PCT
AUDITORY COMPREHENSION	41	12.9
CONNECTED SPEECH	39	12.2
UNDERSTANDING CONNECTED SPEECH	34	10.7
PRODUCTION OF PHRASES, SENTENCES	32	10.0
CONCEPT DEVELOPMENT/GENERALIZATION	29	9.1
LISTENING SKILLS	26	8.2
READING VOCABULARY DEVELOPMENT	25	7.8
DISCRIMINATION OF SOUNDS	21	6.6
READING COMPREHENSION	20	6.3
PRODUCTION OF WORDS	17	5.3
UNDERSTANDING PHRASES AND SENTENCES	12	3.8
SELF-ACCEPTANCE	12	3.8
SELF-EXPRESSION	12	3.8
REASONING/DECISION MAKING SKILLS	10	3.1
VOICE PRODUCTION	10	3.1
GRAMMAR	10	3.1
APPROPRIATE SOCIAL BEHAVIOR	9	2.8
AUDITORY PERCEPTION	7	2.2
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	7	2.2

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PRIORITIZED STUDENT PROBLEM AREA:
HEARING IMPAIRMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	319	8.3
TOTAL RESPONSES TO THIS PROBLEM AREA	501	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	19	3.8
5 TO 8	121	24.2
9 TO 11	100	20.0
12 TO 14	85	17.0
15 TO 17	48	9.6
18 AND OVER	15	3.0
11 AND YOUNGER	62	12.4
12 AND OLDER	47	9.4
INVALID OR NO RESPONSE	4	0.8

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	346	69.1
MODERATE	135	26.9
MILD	8	1.6
INVALID OR NO RESPONSE	12	2.4

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LANGUAGE IMPAIRED

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PRIORITIZED STUDENT PROBLEM AREA:
HEARING IMPAIRMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	319	8.3
TOTAL RESPONSES TO THIS PROBLEM AREA	501	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	200	39.9
6 TO 15	172	34.3
16 TO 25	46	9.2
26 OR MORE	50	10.0
INVALID OR NO RESPONSE	33	6.6

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 3268 AND 7230 MIDPOINT 5249

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	324	64.7
MAPS, CHARTS, PICTURES, FLASHCARDS	258	51.5
GAMES, TOYS, PUZZLES	219	43.7
WORKBOOKS, WORKTEXTS	209	41.7
MANIPULATIVE OBJECTS AND TOOLS	168	33.5
CASSETTE AND REEL-TO-REEL TAPES	129	25.7
FLANNEL BOARD MATERIALS	115	23.0
MAGAZINES, SPECIALIZED COMIC BOOKS	108	21.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	95	19.0
MODELS	71	14.2
PROGRAMMED, SELF-INSTR. MATERIALS	71	14.2
FILMS, FILMLOOPS	66	13.2
RECORDS	63	12.6
FILMSTRIPS, SLIDES	62	12.4
AUDIO FLASHCARDS	60	12.0
MULTIMEDIA KITS	59	11.8
VIDEOTAPES, CLOSED-CIRCUIT TV	30	6.0
SOUND FILMSTRIPS, SOUND SLIDES	26	5.2
COMPUTER-ASSISTED INSTR. MATERIALS	8	1.6

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	322	64.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	254	50.7
PROGRAMMED, SELF-INSTR. MATERIALS	248	49.5
MULTIMEDIA KITS	214	42.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	205	40.9
GAMES, TOYS, PUZZLES	202	40.3
MAGAZINES, SPECIALIZED COMIC BOOKS	192	38.3
MAPS, CHARTS, PICTURES, FLASHCARDS	191	38.1
MANIPULATIVE OBJECTS AND TOOLS	171	34.1
FILMSTRIPS, SLIDES	143	28.5
FILMS, FILMLOOPS	136	27.1
FLANNEL BOARD MATERIALS	132	26.3
VIDEOTAPES, CLOSED-CIRCUIT TV	127	25.3
COMPUTER-ASSISTED INSTR. MATERIALS	123	24.6
MODELS	118	23.6
AUDIO FLASHCARDS	112	22.4
CASSETTE AND REEL-TO-REEL TAPES	110	22.0
SOUND FILMSTRIPS, SOUND SLIDES	93	18.6
RECORDS	82	16.4

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PRIORITIZED STUDENT PROBLEM AREA:
HEARING IMPAIRMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	319	8.3
TOTAL RESPONSES TO THIS PROBLEM AREA	501	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	194	38.7
AVAILABLE MATERIALS TOO COSTLY	82	16.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	65	13.0
AVAILABLE MATERIALS POOR IN QUALITY	62	12.4
INVALID OR NO RESPONSE	98	19.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	216	43.1
NOT ENOUGH REPETITION, REINFORCEMENT	204	40.7
INTEREST LEVEL INAPPROPRIATE	186	37.1
CONCEPT LEVEL INAPPROPRIATE	143	28.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	122	24.4
NOT RELEVANT TO MY CURRICULUM	101	20.2
POOR SEQUENCING OF LEARNING COMPONENTS	91	18.2
LANGUAGE LEVEL NOT UNIFORM	86	17.2
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	58	11.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	32	6.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	177	35.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	146	29.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	145	28.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	141	28.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	138	27.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	135	26.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	121	24.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	87	17.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	67	13.4
REQUIRES TOO MUCH TEACHER TRAINING	31	6.2
INADEQUATE TEACHER DIRECTIONS	29	5.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	139	27.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	64	12.8
POOR AUDIO QUALITY	64	12.8
POOR DURABILITY	58	11.6
DIFFICULT TO STORE/NOT PORTABLE	56	11.2
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	38	7.6
DIFFICULT TO OPERATE AND/OR USE	28	5.6
TOO DISTRACTING TO STUDENTS	16	3.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	10	2.0
INADEQUATE HEALTH AND SAFETY FEATURES	8	1.6

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PRIORITIZED STUDENT PROBLEM AREA:
AUDITORY PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	685	17.7
TOTAL RESPONSES TO THIS PROBLEM AREA	776	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
LISTENING SKILLS	142	20.7
DISCRIMINATION OF SOUNDS	132	19.3
AUDITORY PERCEPTION	112	16.4
AUDITORY COMPREHENSION	106	15.5
AUDITORY SEQUENTIAL MEMORY	87	12.7
AUDITORY-VISUAL INTEGRATION (ASSOCIATION OF SOUNDS WITH SYMBOLS)	37	5.4
ATTENDING/RESPONDING	26	3.8
AWARENESS OF SOUNDS	13	1.9
ATTENDING TO SOUNDS	13	1.9
WORD ATTACK SKILLS	10	1.5
UNDERSTANDING CONNECTED SPEECH	9	1.3
CONNECTED SPEECH	8	1.2
SPELLING	7	1.0
COGNITIVE SEQUENCING	6	0.9
CONCEPT DEVELOPMENT/GENERALIZATION	6	0.9
REMEMBERING	6	0.9
PRODUCTION OF PHRASES, SENTENCES	5	0.7
ASSOCIATION	4	0.6

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PRIORITIZED STUDENT PROBLEM AREA:
AUDITORY PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	685	17.7
TOTAL RESPONSES TO THIS PROBLEM AREA	776	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	20	2.6
5 TO 8	429	55.3
9 TO 11	135	17.4
12 TO 14	30	3.9
15 TO 17	12	1.5
18 AND OVER	4	0.5
11 AND YOUNGER	124	16.0
12 AND OLDER	19	2.4
INVALID OR NO RESPONSE	3	0.4

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	422	54.4
SEVERE	312	40.2
MILD	40	5.2
INVALID OR NO RESPONSE	2	0.3

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PRIORITIZED STUDENT PROBLEM AREA:
AUDITORY PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	685	17.7
TOTAL RESPONSES TO THIS PROBLEM AREA	776	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
5 OR FEWER	118	15.2
6 TO 15	322	41.5
16 TO 25	154	19.8
26 OR MORE	142	18.3
INVALID OR NO RESPONSE	40	5.2

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 8206 AND 16370 MIDPOINT 12288

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE AND REEL-TO-REEL TAPES	455	58.6
GAMES, TOYS, PUZZLES	428	55.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	405	52.2
WORKBOOKS, WORKTEXTS	337	43.4
MAPS, CHARTS, PICTURES, FLASHCARDS	309	39.8
MANIPULATIVE OBJECTS AND TOOLS	275	35.4
RECORDS	202	26.0
FLANNEL BOARD MATERIALS	187	24.1
AUDIO FLASHCARDS	151	19.5
PROGRAMMED, SELF-INSTR. MATERIALS	136	17.5
MULTIMEDIA KITS	133	17.1
MODELS	69	8.9
MAGAZINES, SPECIALIZED COMIC BOOKS	62	8.0
SOUND FILMSTRIPS, SOUND SLIDES	60	7.7
FILMSTRIPS, SLIDES	59	7.6
FILMS, FILMLOOPS	40	5.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	21	2.7
COMPUTER-ASSISTED INSTR. MATERIALS	11	1.4
VIDEOTAPES, CLOSED-CIRCUIT TV	9	1.2

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	421	54.3
CASSETTE AND REEL-TO-REEL TAPES	381	49.1
PROGRAMMED, SELF-INSTR. MATERIALS	364	46.9
GAMES, TOYS, PUZZLES	322	41.5
AUDIO FLASHCARDS	315	40.6
RECORDS	294	37.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	291	37.5
MULTIMEDIA KITS	290	37.4
SOUND FILMSTRIPS, SOUND SLIDES	260	33.5
MANIPULATIVE OBJECTS AND TOOLS	220	28.4
MAGAZINES, SPECIALIZED COMIC BOOKS	215	27.7
MAPS, CHARTS, PICTURES, FLASHCARDS	198	25.5
FLANNEL BOARD MATERIALS	180	23.2
FILMSTRIPS, SLIDES	177	22.8
FILMS, FILMLOOPS	165	21.3
VIDEOTAPES, CLOSED-CIRCUIT TV	150	19.3
COMPUTER-ASSISTED INSTR. MATERIALS	136	17.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	121	15.6
MODELS	116	14.9

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PRIORITIZED STUDENT PROBLEM AREA:
AUDITORY PERCEPTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PROBLEM AREA	685	17.7
TOTAL RESPONSES TO THIS PROBLEM AREA	776	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	308	39.7
AVAILABLE MATERIALS TOO COSTLY	179	23.1
AVAILABLE MATERIALS POOR IN QUALITY	90	11.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	52	6.7
INVALID OR NO RESPONSE	147	18.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	296	38.1
INTEREST LEVEL INAPPROPRIATE	231	29.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	172	22.2
POOR SEQUENCING OF LEARNING COMPONENTS	164	21.1
CONCEPT LEVEL INAPPROPRIATE	151	19.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	140	18.0
NOT RELEVANT TO MY CURRICULUM	134	17.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	116	14.9
LANGUAGE LEVEL NOT UNIFORM	95	12.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	91	11.7
USE		
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	288	37.1
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	267	34.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	263	33.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	244	31.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	244	31.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	228	29.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	182	23.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	151	19.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	94	12.1
REQUIRES TOO MUCH TEACHER TRAINING	49	6.3
INADEQUATE TEACHER DIRECTIONS	35	4.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	223	28.7
POOR AUDIO QUALITY	116	14.9
DIFFICULT TO STORE/NOT PORTABLE	109	14.0
POOR DURABILITY	108	13.9
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	83	10.7
DIFFICULT TO OPERATE AND/OR USE	48	6.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	46	5.9
TOO DISTRACTING TO STUDENTS	45	5.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	9	1.2
INADEQUATE HEALTH AND SAFETY FEATURES	4	0.5

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RESPONDENT POPULATION 4: TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED

SUBSECTION K. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (L), "PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE THAT HE IS EMPLOYED BY EITHER THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT EITHER A REGULAR SCHOOL OR A NONRESIDENTIAL SPECIAL EDUCATION SCHOOL (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

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Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION
IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	20	0.6	902	27.0	861	25.8
BACHELOR'S DEGREE	731	21.9	432	12.9	203	6.1
WORK BEYOND THE B.A.	855	25.6	433	13.0	99	3.0
MASTER'S DEGREE	979	29.3	196	5.9	27	0.8
WORK BEYOND THE M.A.	602	18.0	204	6.1	45	1.3
PH.D., ED.D.	5	0.1	4	0.1	4	0.1
NONE	3	0.1	275	8.2	635	19.0
INVALID OR NO RESPONSE	143	4.3	892	26.7	1464	43.9

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE
IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	243	7.3	402	12.0
1 TO 3 YEARS	1073	32.1	335	10.0
4 TO 7 YEARS	1116	33.4	134	4.0
8 TO 15 YEARS	706	21.2	80	2.4
16 OR MORE YEARS	186	5.6	31	0.9
NONE	2	0.1	929	27.8
INVALID OR NO RESPONSE	12	0.4	1427	42.8

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Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
CLINICIAN/THERAPIST/PATHOLOGIST	2919	87.4
ITINERANT TEACHER	104	3.1
SPECIAL CLASS TEACHER — ALL SUBJECTS	84	2.5
RESOURCE ROOM TEACHER	62	1.9
SPECIAL CLASS TEACHER — SPECIFIC SUBJECT(S)	53	1.6
ITINERANT RESOURCE PERSON	25	0.7
DIAGNOSTIC/PRESCRIPTIVE TEACHER	17	0.5
REGULAR CLASSROOM TEACHER	8	0.2
HOME/HOSPITAL-BOUND TEACHER	1	0.0
MEDIA SPECIALIST OR LIBRARIAN	0	0.0
OTHER	27	0.8
INVALID OR NO RESPONSE	38	1.1

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
40 OR MORE	2372	71.1
30 TO 39	322	9.6
20 TO 29	269	8.1
10 TO 19	226	6.8
5 TO 9	92	2.8
4 OR FEWER	43	1.3
INVALID OR NO RESPONSE	14	0.4

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	2494	74.7
WITH INDIVIDUAL STUDENTS	792	23.7
WITH LARGER GROUPS (7 OR MORE STUDENTS)	42	1.3
INVALID OR NO RESPONSE	10	0.3

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Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
5 TO 8	1417	42.5
11 AND YOUNGER	765	22.9
ALL AGES	726	21.7
9 TO 11	204	6.1
12 TO 14	59	1.8
12 AND OLDER	53	1.6
4 AND YOUNGER	46	1.4
15 TO 17	37	1.1
18 AND OLDER	8	0.2
INVALID OR NO RESPONSE	23	0.7

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	3250	97.4
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	88	2.6
PRIVATE OR NONPUBLIC AGENCY	0	0.0
OTHER AGENCY	0	0.0
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	3139	94.0
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	199	6.0
SPECIAL EDUCATION RESIDENTIAL SCHOOL	0	0.0
DEVELOPMENTAL CENTER	0	0.0
CLINIC OR REHABILITATION AGENCY	0	0.0
HOSPITAL	0	0.0
OTHER FACILITY	0	0.0
INVALID OR NO RESPONSE	0	0.0

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Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT.
500 TO 999	1054	31.6
250 TO 499	1025	30.7
1,000 OR MORE	526	15.8
100 TO 249	277	8.3
LESS THAN 100	80	2.4
NOT APPLICABLE	346	10.4
INVALID OR NO RESPONSE	30	0.9

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	754	22.6
SMALL CITY (25,000 -- 100,000)	524	15.7
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	482	14.4
MEDIUM-SIZE CITY (100,000 -- 500,000)	420	12.6
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	409	12.3
LARGE CITY (500,000 OR LARGER)	369	11.1
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	357	10.7
INVALID OR NO RESPONSE	23	0.7

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SUBSECTION L. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

SUBSECTION L PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION K.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE TEACHERS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP, INDICATED IN THE UPPER RIGHT CORNER OF THE PAGE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE, PROBLEM AREA, AND LEVEL OF SEVERITY) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

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	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
CONNECTED SPEECH	1400	41.9
PRODUCTION OF PHRASES, SENTENCES	1026	30.7
SPEECH FLUENCY	863	25.9
AUDITORY COMPREHENSION	555	16.6
CONCEPT DEVELOPMENT/GENERALIZATION	534	16.0
PRODUCTION OF ISOLATED SPEECH SOUNDS	494	14.8
LISTENING SKILLS	445	13.3
PRODUCTION OF WORDS	433	13.0
VOICE PRODUCTION	390	11.7
DISCRIMINATION OF SOUNDS	322	9.6
UNDERSTANDING CONNECTED SPEECH	322	9.6
AUDITORY SEQUENTIAL MEMORY	248	7.4
UNDERSTANDING PHRASES AND SENTENCES	191	5.7
SELF-ACCEPTANCE	191	5.7
SELF-EXPRESSION	174	5.2
AUDITORY PERCEPTION	162	4.9
STYLE IN SPOKEN LANGUAGE (E.G., FORMAL VERSUS INFORMAL LANGUAGE)	160	4.8
REASONING/DECISION MAKING SKILLS	150	4.5
ATTENDING/RESPONDING	141	4.2
PURPOSE IN SPOKEN LANGUAGE (E.G., PERSUASION, DESCRIPTION)	117	3.5
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	112	3.4

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	9838	98.2
TOTAL NUMBER OF RESPONSES POSSIBLE	10014	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	379	3.9
5 TO 8	4734	48.1
9 TO 11	1947	19.8
12 TO 14	527	5.4
15 TO 17	229	2.3
18 AND OVER	42	0.4
11 AND YOUNGER	1582	16.1
12 AND OLDER	329	3.3
INVALID OR NO RESPONSE	69	0.7

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	3424	34.8
ARTICULATION: SPEECH SOUND PRODUCTION	2256	22.9
STUTTERING: REPETITION, PAUSES, PROLONGATION	1075	10.9
LANGUAGE USE	901	9.2
AUDITORY PERCEPTION	699	7.1
LANGUAGE COMPREHENSION	616	6.3
VOICE: CHRONIC HOARSENESS, WEAKNESS	428	4.4
HEARING IMPAIRMENT	351	3.6
INVALID OR NO RESPONSE	88	0.9

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
MODERATE	5137	52.2
SEVERE	4250	43.2
MILD	371	3.8
INVALID OR NO RESPONSE	80	0.8

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	9838	98.2
TOTAL NUMBER OF RESPONSES POSSIBLE	10014	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
5 OR FEWER	2340	23.8
6 TO 15	3319	33.7
16 TO 25	1617	16.4
26 OR MORE	2125	21.6
INVALID OR NO RESPONSE	437	4.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 103376 AND 208160 MIDPOINT 155768

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	5987	60.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	5761	58.6
MAPS, CHARTS, PICTURES, FLASHCARDS	5170	52.6
CASSETTE AND REEL-TO-REEL TAPES	4752	48.3
WORKBOOKS, WORKTEXTS	4429	45.0
MANIPULATIVE OBJECTS AND TOOLS	3849	39.1
FLANNEL BOARD MATERIALS	3084	31.3
RECORDS	1735	17.6
AUDIO FLASHCARDS	1719	17.5
PROGRAMMED, SELF-INSTR. MATERIALS	1657	16.8
MODELS	1610	16.4
MAGAZINES, SPECIALIZED COMIC BOOKS	1563	15.9
MULTIMEDIA KITS	1518	15.4
FILMSTRIPS, SLIDES	857	8.7
SOUND FILMSTRIPS, SOUND SLIDES	559	5.7
FILMS, FILMLOOPS	527	5.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	357	3.6
VIDEOTAPES, CLOSED-CIRCUIT TV	311	3.2
COMPUTER-ASSISTED INSTR. MATERIALS	111	1.1

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	5711	58.1
PROGRAMMED, SELF-INSTR. MATERIALS	4730	48.1
GAMES, TOYS, PUZZLES	3910	39.7
CASSETTE AND REEL-TO-REEL TAPES	3812	38.7
MAGAZINES, SPECIALIZED COMIC BOOKS	3652	37.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	3643	37.0
MULTIMEDIA KITS	3612	36.7
AUDIO FLASHCARDS	3210	32.6
MANIPULATIVE OBJECTS AND TOOLS	3120	31.7
MAPS, CHARTS, PICTURES, FLASHCARDS	3058	31.1
SOUND FILMSTRIPS, SOUND SLIDES	3024	30.7
RECORDS	2980	30.3
FLANNEL BOARD MATERIALS	2795	28.4
FILMSTRIPS, SLIDES	2673	27.2
FILMS, FILMLOOPS	2482	25.2
VIDEOTAPES, CLOSED-CIRCUIT TV	2384	24.2
MODELS	2111	21.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	2065	21.0
COMPUTER-ASSISTED INSTR. MATERIALS	1992	20.2

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	9838	98.2
TOTAL NUMBER OF RESPONSES POSSIBLE	10014	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	4039	41.1
AVAILABLE MATERIALS TOO COSTLY	2119	21.5
AVAILABLE MATERIALS POOR IN QUALITY	1004	10.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	971	9.9
INVALID OR NO RESPONSE	1705	17.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	3479	35.4
INTEREST LEVEL INAPPROPRIATE	3061	31.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	2732	27.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	2509	25.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	1970	20.0
POOR SEQUENCING OF LEARNING COMPONENTS	1745	17.7
CONCEPT LEVEL INAPPROPRIATE	1698	17.3
NOT RELEVANT TO MY CURRICULUM	1619	16.5
LANGUAGE LEVEL NOT UNIFORM	1261	12.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	997	10.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	3655	37.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	3583	36.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	3098	31.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	2729	27.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	2549	25.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	2426	24.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	2217	22.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	2105	21.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	916	9.3
REQUIRES TOO MUCH TEACHER TRAINING	617	6.3
INADEQUATE TEACHER DIRECTIONS	607	6.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	3036	30.9
POOR DURABILITY	1714	17.4
DIFFICULT TO STORE/NOT PORTABLE	1425	14.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	1159	11.8
POOR AUDIO QUALITY	759	7.7
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	636	6.5
DIFFICULT TO OPERATE AND/OR USE	531	5.4
TOO DISTRACTING TO STUDENTS	529	5.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	130	1.3
INADEQUATE HEALTH AND SAFETY FEATURES	36	0.4

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RESPONDENT POPULATION 4: TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED

SUBSECTION M. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (N), "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE EITHER

(1) THAT HE IS EMPLOYED BY THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT A SPECIAL EDUCATION RESIDENTIAL SCHOOL, DEVELOPMENTAL CENTER, CLINIC OR REHABILITATION AGENCY, HOSPITAL, OR OTHER FACILITY (QUESTION 9),

OR (2) THAT HE IS EMPLOYED BY A PRIVATE OR NONPUBLIC AGENCY OR OTHER AGENCY (QUESTION 8) REGARDLESS OF THE TYPE OF FACILITY IN WHICH HE WORKS (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

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Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION
IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	10	2.2	127	27.7	129	28.2
BACHELOR'S DEGREE	64	14.0	59	12.9	22	4.8
WORK BEYOND THE B.A.	112	24.5	56	12.2	11	2.4
MASTER'S DEGREE	162	35.4	28	6.1	8	1.7
WORK BEYOND THE M.A.	83	18.1	25	5.5	6	1.3
PH.D., ED.D.	5	1.1	2	0.4	2	0.4
NONE	0	0.0	31	6.8	78	17.0
INVALID OR NO RESPONSE	22	4.8	130	28.4	202	44.1

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE
IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	35	7.6	54	11.8
1 TO 3 YEARS	142	31.0	59	12.9
4 TO 7 YEARS	178	38.9	23	5.0
8 TO 15 YEARS	76	16.6	8	1.7
16 OR MORE YEARS	23	5.0	7	1.5
NONE	0	0.0	107	23.4
INVALID OR NO RESPONSE	4	0.9	200	43.7

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Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
CLINICIAN/THERAPIST/PATHOLOGIST	337	73.6
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	24	5.2
ITINERANT TEACHER	21	4.6
SPECIAL CLASS TEACHER -- ALL SUBJECTS	20	4.4
REGULAR CLASSROOM TEACHER	10	2.2
DIAGNOSTIC/PRESCRIPTIVE TEACHER	9	2.0
RESOURCE ROOM TEACHER	3	0.7
ITINERANT RESOURCE PERSON	3	0.7
MEDIA SPECIALIST OR LIBRARIAN	0	0.0
HOME/HOSPITAL-BOUND TEACHER	0	0.0
OTHER	23	5.0
INVALID OR NO RESPONSE	8	1.7

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
40 OR MORE	218	47.6
20 TO 29	85	18.6
10 TO 19	70	15.3
30 TO 39	51	11.1
5 TO 9	27	5.9
4 OR FEWER	7	1.5
INVALID OR NO RESPONSE	0	0.0

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	222	48.5
WITH INDIVIDUAL STUDENTS	201	43.9
WITH LARGER GROUPS (7 OR MORE STUDENTS)	28	6.1
INVALID OR NO RESPONSE	7	1.5

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Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
ALL AGES	128	27.9
5 TO 8	101	22.1
11 AND YOUNGER	59	12.9
12 AND OLDER	41	9.0
18 AND OLDER	31	6.8
4 AND YOUNGER	30	6.6
9 TO 11	26	5.7
12 TO 14	21	4.6
15 TO 17	18	3.9
INVALID OR NO RESPONSE	3	0.7

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	119	26.0
LOCAL PUBLIC SCHOOL DISTRICT	44	9.6
PRIVATE OR NONPUBLIC AGENCY	37	8.1
OTHER AGENCY	258	56.3
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	194	42.4
SPECIAL EDUCATION RESIDENTIAL SCHOOL	121	26.4
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	40	8.7
DEVELOPMENTAL CENTER	34	7.4
CLINIC OR REHABILITATION AGENCY	17	3.7
HOSPITAL	14	3.1
OTHER FACILITY	36	7.9
INVALID OR NO RESPONSE	2	0.4

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Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
250 TO 499	114	24.9
500 TO 999	87	19.0
100 TO 249	69	15.1
1,000 OR MORE	62	13.5
LESS THAN 100	51	11.1
NOT APPLICABLE	72	15.7
INVALID OR NO RESPONSE	3	0.7

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	134	29.3
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	73	15.9
SMALL CITY (25,000 -- 100,000)	62	13.5
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	61	13.3
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	51	11.1
MEDIUM-SIZE CITY (100,000 -- 500,000)	44	9.6
LARGE CITY (500,000 OR LARGER)	30	6.6
INVALID OR NO RESPONSE	3	0.7

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RESPONDENT POPULATION 4: TEACHERS OF THE SPEECH AND LANGUAGE IMPAIRED

SUBSECTION N. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

SUBSECTION N PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION M.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE TEACHERS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP, INDICATED IN THE UPPER RIGHT CORNER OF THE PAGE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE, PROBLEM AREA, AND LEVEL OF SEVERITY) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

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CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
CONNECTED SPEECH	128	27.9
PRODUCTION OF PHRASES, SENTENCES	124	27.1
CONCEPT DEVELOPMENT/GENERALIZATION	82	17.9
PRODUCTION OF WORDS	81	17.7
AUDITORY COMPREHENSION	78	17.0
ATTENDING/RESPONDING	58	12.7
SPEECH FLUENCY	58	12.7
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	49	10.7
UNDERSTANDING PHRASES AND SENTENCES	48	10.5
PRODUCTION OF ISOLATED SPEECH SOUNDS	47	10.3
UNDERSTANDING CONNECTED SPEECH	46	10.0
VOICE PRODUCTION	41	9.0
LISTENING SKILLS	38	8.3
DISCRIMINATION OF SOUNDS	32	7.0
AUDITORY SEQUENTIAL MEMORY	31	6.8
REASONING/DECISION MAKING SKILLS	19	4.1
SELF-EXPRESSION	19	4.1
REMEMBERING	18	3.9
SELF-ACCEPTANCE	17	3.7
APPROPRIATE SOCIAL BEHAVIOR	17	3.7
READING VOCABULARY DEVELOPMENT	16	3.5

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1332	96.9
TOTAL NUMBER OF RESPONSES POSSIBLE	1374	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	110	8.3
5 TO 8	385	28.9
9 TO 11	189	14.2
12 TO 14	89	6.7
15 TO 17	81	6.1
18 AND OVER	92	6.9
11 AND YOUNGER	203	15.2
12 AND OLDER	169	12.7
INVALID OR NO RESPONSE	14	1.1

DISTRIBUTION OF PROBLEM AREA	FREQ.	PCT
LANGUAGE COMPREHENSION AND USE	543	40.8
ARTICULATION: SPEECH SOUND PRODUCTION	209	15.7
HEARING IMPAIRMENT	144	10.8
LANGUAGE COMPREHENSION	135	10.1
LANGUAGE USE	113	8.5
STUTTERING: REPETITION, PAUSES, PROLONGATION	74	5.6
AUDITORY PERCEPTION	67	5.0
VOICE: CHRONIC HOARSENESS, WEAKNESS	37	2.8
INVALID OR NO RESPONSE	10	0.8

DISTRIBUTION OF LEVEL OF SEVERITY	FREQ.	PCT
SEVERE	812	61.0
MODERATE	467	35.1
MILD	38	2.9
INVALID OR NO RESPONSE	15	1.1

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1332	96.9
TOTAL NUMBER OF RESPONSES POSSIBLE	1374	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
5 OR FEWER	251	18.8
6 TO 15	463	34.8
16 TO 25	253	19.0
26 OR MORE	305	22.9
INVALID OR NO RESPONSE	60	4.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 15007 AND 29775 MIDPOINT 22391

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FOUR CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 50.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	748	56.2
GAMES, TOYS, PUZZLES	717	53.8
MAPS, CHARTS, PICTURES, FLASHCARDS	689	51.7
MANIPULATIVE OBJECTS AND TOOLS	643	48.3
CASSETTE AND REEL-TO-REEL TAPES	507	38.1
WORKBOOKS, WORKTEXTS	472	35.4
FLANNEL BOARD MATERIALS	405	30.4
MODELS	247	18.5
MAGAZINES, SPECIALIZED COMIC BOOKS	231	17.3
RECORDS	224	16.8
AUDIO FLASHCARDS	210	15.8
MULTIMEDIA KITS	189	14.2
PROGRAMMED, SELF-INSTR. MATERIALS	185	13.9
FILMSTRIPS, SLIDES	126	9.5
FILMS, FILMLOOPS	115	8.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	114	8.6
VIDEOTAPES, CLOSED-CIRCUIT TV	89	6.7
SOUND FILMSTRIPS, SOUND SLIDES	88	6.6
COMPUTER-ASSISTED INSTR. MATERIALS	31	2.3

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	698	52.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	577	43.3
PROGRAMMED, SELF-INSTR. MATERIALS	542	40.7
GAMES, TOYS, PUZZLES	519	39.0
MANIPULATIVE OBJECTS AND TOOLS	509	38.2
MULTIMEDIA KITS	489	36.7
CASSETTE AND REEL-TO-REEL TAPES	463	34.8
MAGAZINES, SPECIALIZED COMIC BOOKS	455	34.2
MAPS, CHARTS, PICTURES, FLASHCARDS	407	30.6
AUDIO FLASHCARDS	387	29.1
FLANNEL BOARD MATERIALS	355	26.7
SOUND FILMSTRIPS, SOUND SLIDES	352	26.4
VIDEOTAPES, CLOSED-CIRCUIT TV	352	26.4
RECORDS	346	26.0
FILMS, FILMLOOPS	343	25.8
FILMSTRIPS, SLIDES	329	24.7
COMPUTER-ASSISTED INSTR. MATERIALS	306	23.0
MODELS	301	22.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	282	21.2

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1332	96.9
TOTAL NUMBER OF RESPONSES POSSIBLE	1374	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	569	42.7
AVAILABLE MATERIALS POOR IN QUALITY	193	14.5
AVAILABLE MATERIALS TOO COSTLY	180	13.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	135	10.1
INVALID OR NO RESPONSE	255	19.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	511	38.4
NOT ENOUGH REPETITION, REINFORCEMENT	489	36.7
INTEREST LEVEL INAPPROPRIATE	463	34.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	455	34.2
CONCEPT LEVEL INAPPROPRIATE	381	28.6
NOT RELEVANT TO MY CURRICULUM	363	27.3
POOR SEQUENCING OF LEARNING COMPONENTS	256	19.2
LANGUAGE LEVEL NOT UNIFORM	232	17.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	224	16.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	131	9.8
USE		
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	489	36.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	466	35.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	443	33.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	403	30.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	324	24.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	312	23.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	284	21.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	214	16.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	185	13.9
REQUIRES TOO MUCH TEACHER TRAINING	94	7.1
INADEQUATE TEACHER DIRECTIONS	85	6.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	361	27.1
POOR DURABILITY	243	18.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	232	17.4
DIFFICULT TO STORE/NOT PORTABLE	134	10.1
INAPPROPRIATE RATE OF SPEECH/AFFECTIVE VOICE TONE	116	8.7
POOR AUDIO QUALITY	112	8.4
TOO DISTRACTING TO STUDENTS	104	7.8
DIFFICULT TO OPERATE AND/OR USE	67	5.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	55	4.1
INADEQUATE HEALTH AND SAFETY FEATURES	14	1.1

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RESPONDENT POPULATION 5: TEACHERS OF THE PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

SUBSECTION A. DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION ABOVE. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

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Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	42	5.5	73	9.6	139	18.2
BACHELOR'S DEGREE	139	18.2	148	19.4	103	13.5
WORK BEYOND THE B.A.	240	31.5	169	22.1	67	8.8
MASTER'S DEGREE	115	15.1	77	10.1	14	1.8
WORK BEYOND THE M.A.	139	18.2	61	8.0	15	2.0
PH.D., ED.D.	1	0.1	2	0.3	0	0.0
NONE	10	1.3	35	4.6	105	13.8
INVALID OR NO RESPONSE	77	10.1	198	26.0	320	41.9

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	55	7.2	107	14.0
1 TO 3 YEARS	195	25.6	150	19.7
4 TO 7 YEARS	242	31.7	79	10.4
8 TO 15 YEARS	183	24.0	47	6.2
16 OR MORE YEARS	64	8.4	37	4.8
NONE	5	0.7	106	13.9
INVALID OR NO RESPONSE	19	2.5	237	31.1

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Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- ALL SUBJECTS	385	50.5
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	80	10.5
CLINICIAN/THERAPIST/PATHOLOGIST	60	7.9
RESOURCE ROOM TEACHER	45	5.9
HOME/HOSPITAL-BOUND TEACHER	39	5.1
REGULAR CLASSROOM TEACHER	24	3.1
ITINERANT TEACHER	19	2.5
DIAGNOSTIC/PRESCRIPTIVE TEACHER	15	2.0
ITINERANT RESOURCE PERSON	9	1.2
MEDIA SPECIALIST OR LIBRARIAN	3	0.4
OTHER	52	6.8
INVALID OR NO RESPONSE	32	4.2

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
10 TO 19	261	34.2
5 TO 9	251	32.9
40 OR MORE	91	11.9
20 TO 29	68	8.9
4 OR FEWER	43	5.6
30 TO 39	29	3.8
INVALID OR NO RESPONSE	20	2.6

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH INDIVIDUAL STUDENTS	338	44.3
WITH SMALL GROUPS (2 TO 6 STUDENTS)	319	41.8
WITH LARGER GROUPS (7 OR MORE STUDENTS)	82	10.7
INVALID OR NO RESPONSE	24	3.1

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Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
ALL AGES	161	21.1
5 TO 8	137	18.0
9 TO 11	90	11.8
12 AND OLDER	90	11.8
12 TO 14	69	9.0
11 AND YOUNGER	68	8.9
4 AND YOUNGER	51	6.7
15 TO 17	44	5.8
18 AND OLDER	25	3.3
INVALID OR NO RESPONSE	28	3.7

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	603	79.0
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	63	8.3
PRIVATE OR NONPUBLIC AGENCY	19	2.5
OTHER AGENCY	50	6.6
INVALID OR NO RESPONSE	28	3.7

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	326	42.7
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	259	33.9
SPECIAL EDUCATION RESIDENTIAL SCHOOL	61	8.0
DEVELOPMENTAL CENTER	19	2.5
HOSPITAL	16	2.1
CLINIC OR REHABILITATION AGENCY	11	1.4
OTHER FACILITY	48	6.3
INVALID OR NO RESPONSE	23	3.0

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Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
LESS THAN 100	180	23.6
100 TO 249	175	22.9
250 TO 499	143	18.7
500 TO 999	111	14.5
1,000 OR MORE	69	9.0
NOT APPLICABLE	58	7.6
INVALID OR NO RESPONSE	27	3.5

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
MEDIUM-SIZE CITY (100,000 -- 500,000)	160	21.0
SMALL CITY (25,000 -- 100,000)	154	20.2
LARGE CITY (500,000 OR LARGER)	130	17.0
TOWN (25,000 OR UNDER)	113	14.8
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	99	13.0
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	54	7.1
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	32	4.2
INVALID OR NO RESPONSE	21	2.8

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SUBSECTION B. DISTRIBUTION OF ALL CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

PRESENTED ON THE FOLLOWING FOUR PAGES ARE THE CURRICULUM AREAS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION--THE DOMAIN FROM WHICH THE RESPONDENT'S TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT WERE SELECTED. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. EACH CURRICULUM AREA IS ONE OF A SET OF RELATED CURRICULUM AREAS CALLED A CURRICULUM CLUSTER. THE CURRICULUM AREAS ARE GROUPED WITHIN CURRICULUM CLUSTERS IN DECREASING FREQUENCY ORDER.

A CURRICULUM CLUSTER FREQUENCY IS DETERMINED BY THE NUMBER OF RESPONDENTS WHO SELECTED AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AMONG THEIR TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.* THUS, A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS. THE CLUSTERS THEMSELVES ARE PRESENTED IN DECREASING CLUSTER FREQUENCY ORDER; LISTED FIRST ARE THOSE FOR WHICH THE GREATEST PERCENTAGE OF RESPONDENTS CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THE CLUSTER AMONG HIS TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.

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*IN CASES WHERE A RESPONDENT CHOSE TWO OR ALL THREE CURRICULUM AREAS WITHIN A GIVEN CLUSTER, HE STILL IS COUNTED AS ONLY ONE RESPONDENT FOR THAT CLUSTER. CONSEQUENTLY, THE TOTAL CLUSTER FREQUENCY IS NOT, IN GENERAL, EQUAL TO THE SUM OF THE FREQUENCIES OF CURRICULUM AREAS WITHIN THAT CLUSTER.

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	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING	255	33.4
READING COMPREHENSION	87	11.4
READING READINESS SKILLS	55	7.2
WORD ATTACK SKILLS	53	6.9
REMEDIAL READING	46	6.0
READING VOCABULARY DEVELOPMENT	32	4.2
READING APPRECIATION/RECREATIONAL READING	17	2.2
PERCEPTUAL MOTOR DEVELOPMENT	243	31.8
GROSS MOTOR DEVELOPMENT	87	11.4
SENSORY MOTOR INTEGRATION	85	11.1
FINE MOTOR DEVELOPMENT	59	7.7
VISUAL PERCEPTION	41	5.4
BODY AWARENESS	20	2.6
AUDITORY PERCEPTION	19	2.5
KINESTHETIC PERCEPTION	7	0.9
TACTILE PERCEPTION	6	0.8
SOCIAL DEVELOPMENT	219	28.7
SELF-ACCEPTANCE	100	13.1
APPROPRIATE SOCIAL BEHAVIOR	62	8.1
INTERPERSONAL RELATIONS	35	4.6
SELF-EXPRESSION	34	4.5
SELF-IDENTIFICATION	17	2.2
HUMAN SEXUALITY (SEX EDUCATION)	16	2.1
COGNITIVE DEVELOPMENT	213	27.9
ATTENDING/RESPONDING	97	12.7
CONCEPT DEVELOPMENT/GENERALIZATION	63	8.3
REASONING/DECISION MAKING SKILLS	57	7.5
REMEMBERING	11	1.4
CLASSIFICATION	4	0.5
ASSOCIATION	2	0.3
COGNITIVE SEQUENCING	2	0.3

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	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
DAILY LIVING SKILLS	179	23.5
FEEDING AND EATING	46	6.0
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	41	5.4
DRESSING, GROOMING AND PERSONAL HYGIENE	37	4.8
TOILETING	27	3.5
LIFE-LONG LEISURE SKILLS	24	3.1
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	19	2.5
MEDICAL KNOWLEDGE ABOUT DISABILITY	10	1.3
DRIVER'S EDUCATION	5	0.7
FOOD PREPARATION	4	0.5
CHILD CARE	3	0.4
USE AND MAINTENANCE OF PERSONAL REHABILITATION EQUIPMENT	1	0.1
SELECTING, DIRECTING AND DISMISSING OF PERSONAL ATTENDANTS	0	0.0
MATHEMATICS	158	20.7
COMPUTATION	64	8.4
PROBLEM SOLVING/MATHEMATICS APPLICATION	27	3.5
MATHEMATICS READINESS (E.G., VOCABULARY, RELATIONSHIPS)	24	3.1
MEASUREMENT, TIME, MONEY	18	2.4
CONSUMER MATHEMATICS	14	1.8
NUMERATION	10	1.3
DECIMALS, PERCENTAGE, RATIO, FRACTIONS	8	1.0
GEOMETRY/ALGEBRA	4	0.5
METRIC SYSTEM	1	0.1
LANGUAGE ARTS	123	16.1
LISTENING SKILLS	37	4.8
ORAL COMPREHENSION	28	3.7
COMPOSITION	19	2.5
GRAMMAR	16	2.1
STUDY AND REFERENCE SKILLS	15	2.0
SPELLING	9	1.2
CREATIVE WRITING	7	0.9

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	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
CAREER EDUCATION	120	15.7
JOB PREPARATION/SKILLS DEVELOPMENT	68	8.9
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	36	4.7
EXPLORATION OF CAREERS	13	1.7
VOCATIONAL ADJUSTMENT	12	1.6
AWARENESS OF PEOPLE AND THEIR WORK	6	0.8
JOB SEEKING/INTERVIEW SKILLS	3	0.4
NON-VOCAL COMMUNICATION SKILLS	84	11.0
USE OF COMMUNICATION BOARD	41	5.4
GESTURING/BODY LANGUAGE	16	2.1
TYPING	13	1.7
SIGNING/FINGER SPELLING	12	1.6
HANDWRITING	6	0.8
LOCOMOTION AND ADAPTIVE MOVEMENT	77	10.1
AMBULATION (WALKING, CRAWLING--WITH/WITHOUT DEVICES)	54	7.1
MANIPULATION (ADAPTIVE AND/OR WITH PROSTHETIC DEVICES)	26	3.4
VEHICULAR TRAVEL (BUS, CAR, WHEELCHAIR)	8	1.0
VOCAL COMMUNICATION SKILLS	75	9.8
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	25	3.3
PRODUCTION OF PHRASES, SENTENCES	21	2.8
PRODUCTION OF WORDS	13	1.7
CONNECTED SPEECH	7	0.9
PRODUCTION OF ISOLATED SPEECH SOUNDS	6	0.8
VOICE PRODUCTION	4	0.5
SPEECH FLUENCY	4	0.5
PHYSICAL EDUCATION	39	5.1
PHYSICAL FITNESS AND EXERCISE	26	3.4
SPORTS AND GAMES	12	1.6
RHYTHM AND MOVEMENT	9	1.2

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	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
SOCIAL SCIENCE	21	2.8
HISTORY	12	1.6
GEOGRAPHY	6	0.8
POLITICAL SCIENCE/GOVERNMENT	3	0.4
SOCIOLOGY/SOCIAL PROBLEMS	2	0.3
ECONOMICS	2	0.3
CITIZENSHIP RESPONSIBILITIES	1	0.1
PSYCHOLOGY	0	0.0
HEALTH AND SAFETY	21	2.8
PHYSICAL HEALTH/NUTRITION	12	1.6
MENTAL HEALTH	6	0.8
DRUG EDUCATION (DRUGS, ALCOHOL, TOBACCO)	2	0.3
FIRST AID/SAFETY EDUCATION	1	0.1
NATURAL AND PHYSICAL SCIENCE	14	1.8
LIFE SCIENCE (E.G., PLANTS, MAMMALS, INSECTS)	7	0.9
EARTH SCIENCE (E.G., LAND FORMS, MINERALS, WEATHER)	4	0.5
HUMAN PHYSIOLOGY AND REPRODUCTION	2	0.3
ENVIRONMENTAL SCIENCE/ECOLOGY	2	0.3
CHEMISTRY	1	0.1
PHYSICAL SCIENCE (E.G., ELECTRICITY, MAGNETISM, SIMPLE MACHINES)	0	0.0
FINE ARTS	12	1.6
SKILL DEVELOPMENT IN ARTS AND CRAFTS	7	0.9
APPRECIATION OF ARTS, CRAFTS, MUSIC	5	0.7
SKILL DEVELOPMENT IN MUSIC	2	0.3

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SUBSECTION C. LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

ON THE FOLLOWING PAGE IS A LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA AND MATERIALS DEVELOPMENT SELECTED BY THE RESPONDENT POPULATION ABOVE. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. THE CURRICULUM AREAS APPEAR IN DECREASING FREQUENCY ORDER.

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CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
SELF-ACCEPTANCE	100	13.1
ATTENDING/RESPONDING	97	12.7
GROSS MOTOR DEVELOPMENT	87	11.4
READING COMPREHENSION	87	11.4
SENSORY MOTOR INTEGRATION	85	11.1

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SUBSECTION D. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM AREAS LISTED IN SUBSECTION C

EACH OF THE HIGHEST PRIORITY CURRICULUM AREAS LISTED IN SUBSECTION C WAS EXPLORED IN DEPTH THROUGH A SERIES OF QUESTIONS ANSWERED BY THE RESPONDENT POPULATION IN RELATION TO THAT PRIORITIZED CURRICULUM AREA. JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE, THE PRIORITIZED CURRICULUM AREA IS IDENTIFIED. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE THAT PARTICULAR CURRICULUM AREA AS EITHER THEIR FIRST, SECOND, OR THIRD PRIORITY. FOR EXAMPLE, THE CURRICULUM AREA "SELF-ACCEPTANCE" IS THE MOST FREQUENTLY CITED AS AN AREA OF HIGH PRIORITY MATERIALS NEEDS, CHOSEN BY 100 RESPONDENTS OR 13.1% OF RESPONDENT POPULATION 5.

BELOW THE NUMBER OF RESPONDENTS WHO CHOSE THIS CURRICULUM AREA AT LEAST ONCE APPEARS THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES THAT THE CURRICULUM AREA WAS SELECTED.* IN THE CASE OF OUR EXAMPLE, THE TOTAL FREQUENCY OF RESPONSE WAS 103. IT IS THIS FIGURE, THE TOTAL FREQUENCY OF RESPONSES TO THE CURRICULUM AREA, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND THE FOUR PRIORITY RELATED QUESTIONS IN THE IN-DEPTH ANALYSIS.

THIS SUBSECTION CONSISTS OF A SEQUENCE OF THREE-PAGE ANALYSES OF THE PRIORITY-RELATED QUESTIONS, ONE SUCH SET FOR EACH PRIORITIZED CURRICULUM AREA LISTED IN SUBSECTION C. IN EACH CASE, PAGE 1 PRESENTS THE DISTRIBUTIONS OF SELECTED CHARACTERISTICS (I.E., CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND PRIMARY MODE OF COMMUNICATION) OF STUDENTS FOR WHOM MATERIALS NEEDS IN THE GIVEN CURRICULUM AREA ARE OF HIGHEST PRIORITY. THE MOST FREQUENTLY SELECTED LEVEL FOR ANY CHARACTERISTIC INDICATES THE TYPE OF STUDENT FOR WHICH THE NEED IS MOST CRITICAL. IN THE EXAMPLE, THE CURRICULUM AREA "SELF-ACCEPTANCE" IS MOST CRITICAL FOR STUDENTS AGED 9-11 AND 5-8 (WITH 23.3% AND 21.4% OF THE TOTAL RESPONSES, RESPECTIVELY), WHO FUNCTION AT PRIMARY (41.7%) SCHOOL LEVEL, AND FOR WHOM THE PRIMARY MODE OF COMMUNICATION IS TALKING (73.8%).

PAGES 2 AND 3 OF EACH THREE-PAGE ANALYSIS CONTAIN THE RESPONSE FREQUENCIES TO THE FOUR PRIORITY-RELATED QUESTIONS WHICH APPEARED ON PAGES 4 AND 5 OF THE QUESTIONNAIRE.

THE FIRST QUESTION ASKS THE NUMBER OF STUDENTS FOR WHOM THE GIVEN PRIORITY IS CRITICAL. FROM THESE DATA, AN ESTIMATE OF THE NUMBER OF TARGET STUDENTS FOR MATERIALS DEVELOPMENT IN THIS PARTICULAR CURRICULUM AREA IS DERIVED. THIS ESTIMATE, TOGETHER WITH AN APPROXIMATE RANGE, APPEARS BELOW THE QUESTION. FOR THE EXAMPLE, THE ESTIMATED TARGET FIGURE IS 1,020 STUDENTS, WITH A RANGE BETWEEN 799 AND 1,241.

THE REMAINING THREE QUESTIONS DEAL WITH CURRENTLY USED MATERIALS FORMATS AND PREFERENCES FOR FORMATS IN WHICH DEVELOPMENT IS NEEDED, PRIMARY REASON WHY DEVELOPMENT IS NEEDED, AND INADEQUACIES OF CURRENTLY AVAILABLE MATERIALS IN THIS PARTICULAR CURRICULUM AREA.

*RECALL THAT EACH CURRICULUM AREA WAS CHOSEN IN CONJUNCTION WITH A SET OF STUDENT CHARACTERISTICS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET, ALONG WITH THE CURRICULUM AREAS. IT IS THUS POSSIBLE (THOUGH IT TURNED OUT TO BE RARE) THAT A RESPONDENT COULD CHOOSE THE SAME CURRICULUM AREA TWO OR EVEN THREE TIMES (E.G., AS A FIRST PRIORITY FOR STUDENTS AT ONE AGE LEVEL, SAY, AND AS A SECOND AND/OR THIRD PRIORITY FOR STUDENTS AT ANOTHER AGE LEVEL). THUS, THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA MAY BE GREATER THAN THE NUMBER OF RESPONDENTS WHO CHOSE IT.

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PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	100	13.1
TOTAL RESPONSES TO THIS PRIORITY AREA	103	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	2	1.9
5 TO 8	22	21.4
9 TO 11	24	23.3
12 TO 14	16	15.5
15 TO 17	13	12.6
18 AND OVER	3	2.9
11 AND YOUNGER	9	8.7
12 AND OLDER	12	11.7
INVALID OR NO RESPONSE	2	1.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	1.0
PRE-SCHOOL, AGES 3-4	4	3.9
PRIMARY, GRADES K-3	43	41.7
INTERMEDIATE, GRADES 4-6	12	11.7
JUNIOR HIGH, GRADES 7-9	12	11.7
HIGH SCHOOL, GRADES 10-12	6	5.8
INTERMEDIATE AND BELOW	12	11.7
JUNIOR AND SENIOR HIGH	13	12.6
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	76	73.8
STUDENT RESPONDS PRIMARILY BY WRITING	16	15.5
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	4	3.9
STUDENT RESPONDS PRIMARILY BY TYPING	3	2.9
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	3	2.9
INVALID OR NO RESPONSE	1	1.0

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	100	13.1
TOTAL RESPONSES TO THIS PRIORITY AREA	103	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	13	12.6
3 TO 5	18	17.5
6 TO 10	33	32.0
11 TO 15	18	17.5
16 OR MORE	21	20.4
INVALID OR NO RESPONSE	0	0.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 799 AND 1241 MIDPOINT 1020

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	66	64.1
FILMS, FILMLOOPS	41	39.8
FILMSTRIPS, SLIDES	36	35.0
RECORDS	35	34.0
GAMES, TOYS, PUZZLES	34	33.0
CASSETTE AND REEL-TO-REEL TAPES	32	31.1
WORKBOOKS, WORKTEXTS	30	29.1
MAPS, CHARTS, PICTURES, FLASHCARDS	27	26.2
MAGAZINES, SPECIALIZED COMIC BOOKS	24	23.3
SOUND FILMSTRIPS, SOUND SLIDES	22	21.4
MANIPULATIVE OBJECTS AND TOOLS	22	21.4
MULTIMEDIA KITS	18	17.5
MODELS	17	16.5
PROGRAMMED, SELF-INSTR. MATERIALS	15	14.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	12	11.7
VIDEOTAPES, CLOSED-CIRCUIT TV	12	11.7
FLANNEL BOARD MATERIALS	11	10.7
AUDIO FLASHCARDS	7	6.8
COMPUTER-ASSISTED INSTR. MATERIALS	5	4.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	56	54.4
MAGAZINES, SPECIALIZED COMIC BOOKS	55	53.4
PROGRAMMED, SELF-INSTR. MATERIALS	54	52.4
MULTIMEDIA KITS	49	47.6
FILMS, FILMLOOPS	47	45.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	46	44.7
SOUND FILMSTRIPS, SOUND SLIDES	44	42.7
GAMES, TOYS, PUZZLES	42	40.8
FILMSTRIPS, SLIDES	40	38.8
RECORDS	40	38.8
CASSETTE AND REEL-TO-REEL TAPES	38	36.9
VIDEOTAPES, CLOSED-CIRCUIT TV	35	34.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	33	32.0
MANIPULATIVE OBJECTS AND TOOLS	33	32.0
COMPUTER-ASSISTED INSTR. MATERIALS	29	28.2
MODELS	28	27.2
FLANNEL BOARD MATERIALS	25	24.3
MAPS, CHARTS, PICTURES, FLASHCARDS	24	23.3
AUDIO FLASHCARDS	19	18.4

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PRIORITY CURRICULUM AREA: SELF-ACCEPTANCE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	100	13.1
TOTAL RESPONSES TO THIS PRIORITY AREA	103	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	40	38.8
AVAILABLE MATERIALS TOO COSTLY	16	15.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	15	14.6
AVAILABLE MATERIALS POOR IN QUALITY	8	7.8
INVALID OR NO RESPONSE	24	23.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	48	46.6
INTEREST LEVEL INAPPROPRIATE	38	36.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	27	26.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	25	24.3
NOT ENOUGH REPETITION, REINFORCEMENT	25	24.3
NOT RELEVANT TO MY CURRICULUM	20	19.4
CONCEPT LEVEL INAPPROPRIATE	19	18.4
LANGUAGE LEVEL NOT UNIFORM	5	4.9
POOR SEQUENCING OF LEARNING COMPONENTS	5	4.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	3	2.9
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	43	41.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	40	38.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	23	22.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	20	19.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	18	17.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	18	17.5
NO ADAPTIVE EQUIPMENT AVAILABLE	18	17.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	14	13.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	14	13.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	9	8.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	9	8.7
INADEQUATE TEACHER DIRECTIONS	8	7.8
REQUIRES TOO MUCH TEACHER TRAINING	1	1.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	31	30.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	11	10.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	9	8.7
POOR DURABILITY	8	7.8
POOR AUDIO QUALITY	5	4.9
DIFFICULT TO OPERATE AND/OR USE	4	3.9
INADEQUATE HEALTH AND SAFETY FEATURES	4	3.9
DIFFICULT TO STORE/NOT PORTABLE	2	1.9

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	97	12.7
TOTAL RESPONSES TO THIS PRIORITY AREA	99	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	26	26.3
5 TO 8	28	28.3
9 TO 11	13	13.1
12 TO 14	7	7.1
15 TO 17	0	0.0
18 AND OVER	7	7.1
11 AND YOUNGER	10	10.1
12 AND OLDER	5	5.1
INVALID OR NO RESPONSE	3	3.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	30	30.3
PRE-SCHOOL, AGES 3-4	34	34.3
PRIMARY, GRADES K-3	24	24.2
INTERMEDIATE, GRADES 4-6	4	4.0
JUNIOR HIGH, GRADES 7-9	1	1.0
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	4	4.0
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	2	2.0

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	52	52.5
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	38	38.4
STUDENT RESPONDS PRIMARILY BY WRITING	4	4.0
STUDENT RESPONDS PRIMARILY BY TYPING	1	1.0
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	1	1.0
INVALID OR NO RESPONSE	3	3.0

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PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	97	12.7
TOTAL RESPONSES TO THIS PRIORITY AREA	99	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	6	6.1
3 TO 5	16	16.2
6 TO 10	43	43.4
11 TO 15	18	18.2
16 OR MORE	13	13.1
INVALID OR NO RESPONSE	3	3.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 718 AND 1117 MIDPOINT 918

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	72	72.7
MANIPULATIVE OBJECTS AND TOOLS	68	68.7
RECORDS	60	60.6
FLANNEL BOARD MATERIALS	47	47.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	45	45.5
FILMSTRIPS, SLIDES	37	37.4
CASSETTE AND REEL-TO-REEL TAPES	37	37.4
MAPS, CHARTS, PICTURES, FLASHCARDS	34	34.3
FILMS, FILMLOOPS	32	32.3
WORKBOOKS, WORKTEXTS	29	29.3
MULTIMEDIA KITS	27	27.3
SOUND FILMSTRIPS, SOUND SLIDES	25	25.3
PROGRAMMED, SELF-INSTR. MATERIALS	22	22.2
AUDIO FLASHCARDS	19	19.2
MAGAZINES, SPECIALIZED COMIC BOOKS	16	16.2
MODELS	16	16.2
VIDEOTAPES, CLOSED-CIRCUIT TV	11	11.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	8	8.1
COMPUTER-ASSISTED INSTR. MATERIALS	5	5.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	43	43.4
GAMES, TOYS, PUZZLES	41	41.4
RECORDS	40	40.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	35	35.4
CASSETTE AND REEL-TO-REEL TAPES	34	34.3
SOUND FILMSTRIPS, SOUND SLIDES	30	30.3
MULTIMEDIA KITS	30	30.3
WORKBOOKS, WORKTEXTS	29	29.3
FILMS, FILMLOOPS	29	29.3
PROGRAMMED, SELF-INSTR. MATERIALS	26	26.3
AUDIO FLASHCARDS	25	25.3
MAGAZINES, SPECIALIZED COMIC BOOKS	23	23.2
FILMSTRIPS, SLIDES	23	23.2
VIDEOTAPES, CLOSED-CIRCUIT TV	23	23.2
FLANNEL BOARD MATERIALS	22	22.2
MODELS	16	16.2
MAPS, CHARTS, PICTURES, FLASHCARDS	14	14.1
COMPUTER-ASSISTED INSTR. MATERIALS	14	14.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	12	12.1

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PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	97	12.7
TOTAL RESPONSES TO THIS PRIORITY AREA	99	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	40	40.4
AVAILABLE MATERIALS TOO COSTLY	16	16.2
AVAILABLE MATERIALS POOR IN QUALITY	15	15.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	10	10.1
INVALID OR NO RESPONSE	18	18.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	43	43.4
NOT ENOUGH REPETITION, REINFORCEMENT	35	35.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	32	32.3
NOT RELEVANT TO MY CURRICULUM	28	28.3
CONCEPT LEVEL INAPPROPRIATE	28	28.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	24	24.2
POOR SEQUENCING OF LEARNING COMPONENTS	14	14.1
LANGUAGE LEVEL NOT UNIFORM	7	7.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	5	5.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	3	3.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	43	43.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	42	42.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	27	27.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	25	25.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	22	22.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	20	20.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	16	16.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	14	14.1
NO ADAPTIVE EQUIPMENT AVAILABLE	12	12.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	11	11.1
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	11	11.1
REQUIRES TOO MUCH TEACHER TRAINING	3	3.0
INADEQUATE TEACHER DIRECTIONS	3	3.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	28	28.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	15	15.2
POOR DURABILITY	13	13.1
POOR AUDIO QUALITY	12	12.1
DIFFICULT TO OPERATE AND/OR USE	7	7.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	6.1
DIFFICULT TO STORE/NOT PORTABLE	4	4.0
INADEQUATE HEALTH AND SAFETY FEATURES	3	3.0

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PRIORITY CURRICULUM AREA: GROSS MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	87	11.4
TOTAL RESPONSES TO THIS PRIORITY AREA	91	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	9	9.9
5 TO 8	24	26.4
9 TO 11	14	15.4
12 TO 14	3	3.3
15 TO 17	4	4.4
18 AND OVER	8	8.8
11 AND YOUNGER	22	24.2
12 AND OLDER	5	5.5
INVALID OR NO RESPONSE	2	2.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	34	37.4
PRE-SCHOOL, AGES 3-4	11	12.1
PRIMARY, GRADES K-3	25	27.5
INTERMEDIATE, GRADES 4-6	4	4.4
JUNIOR HIGH, GRADES 7-9	1	1.1
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	14	15.4
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	2	2.2

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	44	48.4
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	40	44.0
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	3	3.3
STUDENT RESPONDS PRIMARILY BY WRITING	0	0.0
STUDENT RESPONDS PRIMARILY BY TYPING	0	0.0
INVALID OR NO RESPONSE	4	4.4

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PRIORITY CURRICULUM AREA: GROSS MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	87	11.4
TOTAL RESPONSES TO THIS PRIORITY AREA	91	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	7	7.7
3 TO 5	9	9.9
6 TO 10	28	30.8
11 TO 15	11	12.1
16 OR MORE	34	37.4
INVALID OR NO RESPONSE	2	2.2

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 867 AND 1354 MIDPOINT 1111

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	62	68.1
GAMES, TOYS, PUZZLES	56	61.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	31	34.1
RECORDS	26	28.6
CASSETTE AND REEL-TO-REEL TAPES	13	14.3
FLANNEL BOARD MATERIALS	11	12.1
VIDEOTAPES, CLOSED-CIRCUIT TV	9	9.9
WORKBOOKS, WORKTEXTS	8	8.8
FILMSTRIPS, SLIDES	8	8.8
MODELS	8	8.8
MULTIMEDIA KITS	8	8.8
AUDIO FLASHCARDS	6	6.6
MAPS, CHARTS, PICTURES, FLASHCARDS	6	6.6
PROGRAMMED, SELF-INSTR. MATERIALS	6	6.6
FILMS, FILMLOOPS	5	5.5
MAGAZINES, SPECIALIZED COMIC BOOKS	4	4.4
SOUND FILMSTRIPS, SOUND SLIDES	4	4.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	2	2.2
COMPUTER-ASSISTED INSTR. MATERIALS	1	1.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	52	57.1
GAMES, TOYS, PUZZLES	36	39.6
VIDEOTAPES, CLOSED-CIRCUIT TV	22	24.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	21	23.1
FILMS, FILMLOOPS	18	19.8
RECORDS	17	18.7
MULTIMEDIA KITS	17	18.7
MAGAZINES, SPECIALIZED COMIC BOOKS	15	16.5
SOUND FILMSTRIPS, SOUND SLIDES	14	15.4
PROGRAMMED, SELF-INSTR. MATERIALS	14	15.4
WORKBOOKS, WORKTEXTS	13	14.3
FILMSTRIPS, SLIDES	12	13.2
CASSETTE AND REEL-TO-REEL TAPES	12	13.2
FLANNEL BOARD MATERIALS	11	12.1
COMPUTER-ASSISTED INSTR. MATERIALS	11	12.1
MODELS	10	11.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	9	9.9
MAPS, CHARTS, PICTURES, FLASHCARDS	9	9.9
AUDIO FLASHCARDS	7	7.7

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PRIORITY CURRICULUM AREA: GROSS MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	87	11.4
TOTAL RESPONSES TO THIS PRIORITY AREA	91	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	31	34.1
AVAILABLE MATERIALS TOO COSTLY	23	25.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	11	12.1
AVAILABLE MATERIALS POOR IN QUALITY	5	5.5
INVALID OR NO RESPONSE	21	23.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT RELEVANT TO MY CURRICULUM	34	37.4
INTEREST LEVEL INAPPROPRIATE	18	19.8
NOT ENOUGH REPETITION, REINFORCEMENT	16	17.6
CONCEPT LEVEL INAPPROPRIATE	14	15.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	13	14.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	13	14.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	10	11.0
POOR SEQUENCING OF LEARNING COMPONENTS	4	4.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	3	3.3
LANGUAGE LEVEL NOT UNIFORM	0	0.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	40	44.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	23	25.3
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	21	23.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	19	20.9
NO ADAPTIVE EQUIPMENT AVAILABLE	18	19.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	14	15.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	12	13.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	8	8.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	8	8.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	7	7.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	7	7.7
INADEQUATE TEACHER DIRECTIONS	3	3.3
REQUIRES TOO MUCH TEACHER TRAINING	2	2.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	15	16.5
DIFFICULT TO STORE/NOT PORTABLE	12	13.2
POOR DURABILITY	9	9.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	8	8.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	5.5
POOR AUDIO QUALITY	4	4.4
DIFFICULT TO OPERATE AND/OR USE	3	3.3
INADEQUATE HEALTH AND SAFETY FEATURES	3	3.3

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PRIORITY CURRICULUM AREA: READING COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	87	11.4
TOTAL RESPONSES TO THIS PRIORITY AREA	88	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	13	14.8
9 TO 11	28	31.8
12 TO 14	21	23.9
15 TO 17	7	8.0
18 AND OVER	3	3.4
11 AND YOUNGER	7	8.0
12 AND OLDER	9	10.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	0	0.0
PRIMARY, GRADES K-3	37	42.0
INTERMEDIATE, GRADES 4-6	23	26.1
JUNIOR HIGH, GRADES 7-9	10	11.4
HIGH SCHOOL, GRADES 10-12	4	4.5
INTERMEDIATE AND BELOW	8	9.1
JUNIOR AND SENIOR HIGH	5	5.7
INVALID OR NO RESPONSE	1	1.1

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	54	61.4
STUDENT RESPONDS PRIMARILY BY WRITING	24	27.3
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	5	5.7
STUDENT RESPONDS PRIMARILY BY TYPING	1	1.1
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	1	1.1
INVALID OR NO RESPONSE	3	3.4

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	87	11.4
TOTAL RESPONSES TO THIS PRIORITY AREA	88	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	5	5.7
3 TO 5	18	20.5
6 TO 10	30	34.1
11 TO 15	21	23.9
16 OR MORE	13	14.8
INVALID OR NO RESPONSE	1	1.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 678 AND 1040 MIDPOINT 859

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	76	86.4
WORKBOOKS, WORKTEXTS	75	85.2
MAPS, CHARTS, PICTURES, FLASHCARDS	44	50.0
GAMES, TOYS, PUZZLES	40	45.5
CASSETTE AND REEL-TO-REEL TAPES	37	42.0
FILMSTRIPS, SLIDES	36	40.9
RECORDS	34	38.6
PROGRAMMED, SELF-INSTR. MATERIALS	27	30.7
SOUND FILMSTRIPS, SOUND SLIDES	26	29.5
MAGAZINES, SPECIALIZED COMIC BOOKS	25	28.4
FILMS, FILMLOOPS	22	25.0
MULTIMEDIA KITS	22	25.0
AUDIO FLASHCARDS	16	18.2
MANIPULATIVE OBJECTS AND TOOLS	16	18.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	13	14.8
FLANNEL BOARD MATERIALS	13	14.8
MODELS	8	9.1
VIDEOTAPES, CLOSED-CIRCUIT TV	4	4.5
COMPUTER-ASSISTED INSTR. MATERIALS	2	2.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	45	51.1
PROGRAMMED, SELF-INSTR. MATERIALS	43	48.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	42	47.7
MAGAZINES, SPECIALIZED COMIC BOOKS	39	44.3
MULTIMEDIA KITS	33	37.5
CASSETTE AND REEL-TO-REEL TAPES	30	34.1
RECORDS	27	30.7
GAMES, TOYS, PUZZLES	26	29.5
FILMS, FILMLOOPS	25	28.4
SOUND FILMSTRIPS, SOUND SLIDES	25	28.4
COMPUTER-ASSISTED INSTR. MATERIALS	24	27.3
FILMSTRIPS, SLIDES	23	26.1
AUDIO FLASHCARDS	22	25.0
MAPS, CHARTS, PICTURES, FLASHCARDS	21	23.9
MANIPULATIVE OBJECTS AND TOOLS	20	22.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	19	21.6
VIDEOTAPES, CLOSED-CIRCUIT TV	19	21.6
FLANNEL BOARD MATERIALS	13	14.8
MODELS	9	10.2

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PRIORITY CURRICULUM AREA: READING COMPREHENSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	87	11.4
TOTAL RESPONSES TO THIS PRIORITY AREA	88	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	39	44.3
AVAILABLE MATERIALS TOO COSTLY	26	29.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	2	2.3
AVAILABLE MATERIALS POOR IN QUALITY	2	2.3
INVALID OR NO RESPONSE	19	21.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	44	50.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	41	46.6
INTEREST LEVEL INAPPROPRIATE	36	40.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	29	33.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	19	21.6
LANGUAGE LEVEL NOT UNIFORM	15	17.0
CONCEPT LEVEL INAPPROPRIATE	15	17.0
POOR SEQUENCING OF LEARNING COMPONENTS	13	14.8
NOT RELEVANT TO MY CURRICULUM	10	11.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	8.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	42	47.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	36	40.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	30	34.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	29	33.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	22	25.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	21	23.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	16	18.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	14	15.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	11	12.5
NO ADAPTIVE EQUIPMENT AVAILABLE	11	12.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	9	10.2
INADEQUATE TEACHER DIRECTIONS	6	6.8
REQUIRES TOO MUCH TEACHER TRAINING	2	2.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	25	28.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	12	13.6
POOR DURABILITY	12	13.6
DIFFICULT TO OPERATE AND/OR USE	9	10.2
POOR AUDIO QUALITY	5	5.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	5.7
DIFFICULT TO STORE/NOT PORTABLE	4	4.5
INADEQUATE HEALTH AND SAFETY FEATURES	2	2.3

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SENSORY MOTOR INTEGRATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	85	11.1
TOTAL RESPONSES TO THIS PRIORITY AREA	86	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	16	18.6
5 TO 8	27	31.4
9 TO 11	10	11.6
12 TO 14	4	4.7
15 TO 17	1	1.2
18 AND OVER	6	7.0
11 AND YOUNGER	17	19.8
12 AND OLDER	5	5.8
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	25	29.1
PRE-SCHOOL, AGES 3-4	16	18.6
PRIMARY, GRADES K-3	32	37.2
INTERMEDIATE, GRADES 4-6	4	4.7
JUNIOR HIGH, GRADES 7-9	2	2.3
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	6	7.0
JUNIOR AND SENIOR HIGH	1	1.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	51	59.3
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	29	33.7
STUDENT RESPONDS PRIMARILY BY WRITING	2	2.3
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	2	2.3
STUDENT RESPONDS PRIMARILY BY TYPING	0	0.0
INVALID OR NO RESPONSE	2	2.3

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PRIORITY CURRICULUM AREA: SENSORY MOTOR INTEGRATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	85	11.1
TOTAL RESPONSES TO THIS PRIORITY AREA	86	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	3	3.5
3 TO 5	8	9.3
6 TO 10	28	32.6
11 TO 15	11	12.8
16 OR MORE	33	38.4
INVALID OR NO RESPONSE	3	3.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 844 AND 1316 MIDPOINT 1080

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	63	73.3
MANIPULATIVE OBJECTS AND TOOLS	63	73.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	33	38.4
RECORDS	28	32.6
CASSETTE AND REEL-TO-REEL TAPES	21	24.4
WORKBOOKS, WORKTEXTS	18	20.9
FLANNEL BOARD MATERIALS	18	20.9
FILMSTRIPS, SLIDES	13	15.1
VIDEOTAPES, CLOSED-CIRCUIT TV	12	14.0
SOUND FILMSTRIPS, SOUND SLIDES	10	11.6
MAPS, CHARTS, PICTURES, FLASHCARDS	10	11.6
MULTIMEDIA KITS	9	10.5
MODELS	8	9.3
FILMS, FILMLOOPS	7	8.1
MAGAZINES, SPECIALIZED COMIC BOOKS	5	5.8
PROGRAMMED, SELF-INSTR. MATERIALS	5	5.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	3	3.5
AUDIO FLASHCARDS	3	3.5
COMPUTER-ASSISTED INSTR. MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	54	62.8
MANIPULATIVE OBJECTS AND TOOLS	53	61.6
MULTIMEDIA KITS	30	34.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	26	30.2
WORKBOOKS, WORKTEXTS	24	27.9
SOUND FILMSTRIPS, SOUND SLIDES	21	24.4
RECORDS	21	24.4
VIDEOTAPES, CLOSED-CIRCUIT TV	18	20.9
FILMS, FILMLOOPS	17	19.8
CASSETTE AND REEL-TO-REEL TAPES	17	19.8
MAGAZINES, SPECIALIZED COMIC BOOKS	16	18.6
MODELS	16	18.6
FILMSTRIPS, SLIDES	15	17.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	15	17.4
FLANNEL BOARD MATERIALS	15	17.4
AUDIO FLASHCARDS	13	15.1
MAPS, CHARTS, PICTURES, FLASHCARDS	13	15.1
PROGRAMMED, SELF-INSTR. MATERIALS	13	15.1
COMPUTER-ASSISTED INSTR. MATERIALS	13	15.1

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PRIORITY CURRICULUM AREA: SENSORY MOTOR INTEGRATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	85	11.1
TOTAL RESPONSES TO THIS PRIORITY AREA	86	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	33	38.4
AVAILABLE MATERIALS TOO COSTLY	15	17.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	13	15.1
AVAILABLE MATERIALS POOR IN QUALITY	9	10.5
INVALID OR NO RESPONSE	16	18.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
CONCEPT LEVEL INAPPROPRIATE	22	25.6
INTEREST LEVEL INAPPROPRIATE	21	24.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	19	22.1
NOT ENOUGH REPETITION, REINFORCEMENT	18	20.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	17	19.8
NOT RELEVANT TO MY CURRICULUM	16	18.6
POOR SEQUENCING OF LEARNING COMPONENTS	12	14.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	5	5.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	4	4.7
LANGUAGE LEVEL NOT UNIFORM	2	2.3
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	38	44.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	24	27.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	23	26.7
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	20	23.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	19	22.1
NO ADAPTIVE EQUIPMENT AVAILABLE	18	20.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	15	17.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	14	16.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	13	15.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	11	12.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	7	8.1
REQUIRES TOO MUCH TEACHER TRAINING	5	5.8
INADEQUATE TEACHER DIRECTIONS	4	4.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	17	19.8
DIFFICULT TO STORE/NOT PORTABLE	12	14.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	10	11.6
POOR DURABILITY	10	11.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	9	10.5
POOR AUDIO QUALITY	6	7.0
DIFFICULT TO OPERATE AND/OR USE	6	7.0
INADEQUATE HEALTH AND SAFETY FEATURES	5	5.8

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 5: TEACHERS OF THE PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

SUBSECTION E. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM CLUSTERS (FROM SUBSECTION B)

AS EXPLAINED IN SUBSECTION B, EACH CURRICULUM AREA IS ONE OF A SET OF RELATED AREAS CALLED A CURRICULUM CLUSTER. A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS.

IN SUBSECTION E, THE HIGHEST PRIORITY CURRICULUM CLUSTERS ARE ANALYZED IN THE SAME MANNER AS ARE THE HIGHEST PRIORITY CURRICULUM AREAS IN SUBSECTION D. EACH FOUR-PAGE CLUSTER ANALYSIS BEGINS WITH A LIST ON PAGE 1 OF THE CURRICULUM AREAS WITHIN THE CLUSTER, PRESENTED IN DECREASING FREQUENCY ORDER, AND CONTINUES ON PAGES 2-4 WITH A PARALLEL TO THE THREE-PAGE ANALYSIS FOR A CURRICULUM AREA. FOR A GIVEN CLUSTER, RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS WITHIN THAT CLUSTER.

THE CURRICULUM CLUSTER IS IDENTIFIED JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AS EITHER FIRST, SECOND, OR THIRD PRIORITY.

BELOW THE NUMBER OF RESPONDENTS FOR THE CURRICULUM CLUSTER APPEARS THE TOTAL NUMBER OF RESPONSES TO THAT CLUSTER. THIS FREQUENCY IS OBTAINED AS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA WITHIN THE CLUSTER.* AS WITH THE CURRICULUM AREA ANALYSES, IT IS THE TOTAL RESPONSE FREQUENCY, NOT RESPONDENT FREQUENCY, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE LISTING OF CURRICULUM AREAS WITHIN THE CLUSTER, THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS, AND THE PRIORITY-RELATED QUESTIONS.

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*RECALL THAT EACH CURRICULUM AREA MAY HAVE BEEN CHOSEN MORE THAN ONCE BY A GIVEN RESPONDENT. IN ADDITION, A GIVEN RESPONDENT MAY HAVE CHOSEN MORE THAN ONE CURRICULUM AREA WITHIN A CLUSTER. IN BOTH OF THE ABOVE INSTANCES, THE RESPONDENT WOULD COUNT ONLY ONCE IN THE CLUSTER RESPONDENT FREQUENCY DETERMINATION, BUT HIS RESPONSES WOULD COUNT AS OFTEN AS THEY OCCURRED IN THE CLUSTER RESPONSE FREQUENCY DETERMINATION. THUS, THE TOTAL NUMBER OF RESPONSES TO A CLUSTER AREA WILL, IN GENERAL, BE GREATER THAN THE TOTAL NUMBER OF RESPONDENTS CHOOSING THAT CLUSTER AREA.

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PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	255	33.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	296	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
READING COMPREHENSION	88	29.7
READING READINESS SKILLS	56	18.9
WORD ATTACK SKILLS	54	18.2
REMEDIAL READING	48	16.2
READING VOCABULARY DEVELOPMENT	33	11.1
READING APPRECIATION/RECREATIONAL READING	17	5.7

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	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	255	33.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	296	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	8	2.7
5 TO 8	89	30.1
9 TO 11	77	26.0
12 TO 14	53	17.9
15 TO 17	20	6.8
18 AND OVER	4	1.4
11 AND YOUNGER	21	7.1
12 AND OLDER	22	7.4
INVALID OR NO RESPONSE	2	0.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	0.3
PRE-SCHOOL, AGES 3-4	22	7.4
PRIMARY, GRADES K-3	163	55.1
INTERMEDIATE, GRADES 4-6	49	16.6
JUNIOR HIGH, GRADES 7-9	21	7.1
HIGH SCHOOL, GRADES 10-12	9	3.0
INTERMEDIATE AND BELOW	17	5.7
JUNIOR AND SENIOR HIGH	10	3.4
INVALID OR NO RESPONSE	4	1.4

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	196	66.2
STUDENT RESPONDS PRIMARILY BY WRITING	66	22.3
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	18	6.1
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	5	1.7
STUDENT RESPONDS PRIMARILY BY TYPING	2	0.7
INVALID OR NO RESPONSE	9	3.0

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PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	255	33.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	296	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	27	9.1
3 TO 5	70	23.6
6 TO 10	93	31.4
11 TO 15	57	19.3
16 OR MORE	39	13.2
INVALID OR NO RESPONSE	10	3.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2046 AND 3164 MIDPOINT 2605

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	247	83.4
WORKBOOKS, WORKTEXTS	240	81.1
GAMES, TOYS, PUZZLES	163	55.1
MAPS, CHARTS, PICTURES, FLASHCARDS	160	54.1
CASSETTE AND REEL-TO-REEL TAPES	120	40.5
RECORDS	116	39.2
FILMSTRIPS, SLIDES	114	38.5
PROGRAMMED, SELF-INSTR. MATERIALS	96	32.4
MANIPULATIVE OBJECTS AND TOOLS	90	30.4
MAGAZINES, SPECIALIZED COMIC BOOKS	84	28.4
FILMS, FILMLOOPS	84	28.4
SOUND FILMSTRIPS, SOUND SLIDES	73	24.7
FLANNEL BOARD MATERIALS	71	24.0
AUDIO FLASHCARDS	64	21.6
MULTIMEDIA KITS	62	20.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	34	11.5
MODELS	31	10.5
VIDEOTAPES, CLOSED-CIRCUIT TV	14	4.7
COMPUTER-ASSISTED INSTR. MATERIALS	7	2.4

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
PROGRAMMED, SELF-INSTR. MATERIALS	153	51.7
WORKBOOKS, WORKTEXTS	151	51.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	131	44.3
MAGAZINES, SPECIALIZED COMIC BOOKS	113	38.2
MULTIMEDIA KITS	110	37.2
GAMES, TOYS, PUZZLES	102	34.5
CASSETTE AND REEL-TO-REEL TAPES	101	34.1
FILMS, FILMLOOPS	94	31.8
SOUND FILMSTRIPS, SOUND SLIDES	93	31.4
RECORDS	92	31.1
FILMSTRIPS, SLIDES	90	30.4
MANIPULATIVE OBJECTS AND TOOLS	87	29.4
AUDIO FLASHCARDS	84	28.4
MAPS, CHARTS, PICTURES, FLASHCARDS	79	26.7
COMPUTER-ASSISTED INSTR. MATERIALS	72	24.3
VIDEOTAPES, CLOSED-CIRCUIT TV	71	24.0
FLANNEL BOARD MATERIALS	60	20.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	57	19.3
MODELS	39	13.2

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ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	255	33.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	296	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	115	38.9
AVAILABLE MATERIALS TOO COSTLY	85	28.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	15	5.1
AVAILABLE MATERIALS POOR IN QUALITY	15	5.1
INVALID OR NO RESPONSE	66	22.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	164	55.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	120	40.5
INTEREST LEVEL INAPPROPRIATE	118	39.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	107	36.1
POOR SEQUENCING OF LEARNING COMPONENTS	73	24.7
CONCEPT LEVEL INAPPROPRIATE	56	18.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	56	18.9
LANGUAGE LEVEL NOT UNIFORM	47	15.9
NOT RELEVANT TO MY CURRICULUM	43	14.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	24	8.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	140	47.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	134	45.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	111	37.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	105	35.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	90	30.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	64	21.6
NO ADAPTIVE EQUIPMENT AVAILABLE	60	20.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	58	19.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	54	18.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	41	13.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	35	11.8
INADEQUATE TEACHER DIRECTIONS	26	8.8
REQUIRES TOO MUCH TEACHER TRAINING	14	4.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	94	31.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	59	19.9
POOR DURABILITY	43	14.5
DIFFICULT TO OPERATE AND/OR USE	35	11.8
DIFFICULT TO STORE/NOT PORTABLE	26	8.8
POOR AUDIO QUALITY	18	6.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	15	5.1
INADEQUATE HEALTH AND SAFETY FEATURES	4	1.4

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	243	31.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	330	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
GROSS MOTOR DEVELOPMENT	91	27.6
SENSORY MOTOR INTEGRATION	86	26.1
FINE MOTOR DEVELOPMENT	59	17.9
VISUAL PERCEPTION	42	12.7
BODY AWARENESS	20	6.1
AUDITORY PERCEPTION	19	5.8
KINESTHETIC PERCEPTION	7	2.1
TACTILE PERCEPTION	6	1.8

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PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	243	31.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	330	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	42	12.7
5 TO 8	111	33.6
9 TO 11	55	16.7
12 TO 14	16	4.8
15 TO 17	9	2.7
18 AND OVER	22	6.7
11 AND YOUNGER	53	16.1
12 AND OLDER	19	5.8
INVALID OR NO RESPONSE	3	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	86	26.1
PRE-SCHOOL, AGES 3-4	60	18.2
PRIMARY, GRADES K-3	123	37.3
INTERMEDIATE, GRADES 4-6	23	7.0
JUNIOR HIGH, GRADES 7-9	4	1.2
HIGH SCHOOL, GRADES 10-12	1	0.3
INTERMEDIATE AND BELOW	28	8.5
JUNIOR AND SENIOR HIGH	3	0.9
INVALID OR NO RESPONSE	2	0.6

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	181	54.8
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	104	31.5
STUDENT RESPONDS PRIMARILY BY WRITING	25	7.6
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	13	3.9
STUDENT RESPONDS PRIMARILY BY TYPING	0	0.0
INVALID OR NO RESPONSE	7	2.1

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PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	243	31.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	330	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	28	8.5
3 TO 5	43	13.0
6 TO 10	119	36.1
11 TO 15	33	10.0
16 OR MORE	90	27.3
INVALID OR NO RESPONSE	17	5.2

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2674 AND 4206 MIDPOINT 3440

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	230	69.7
GAMES, TOYS, PUZZLES	229	69.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	124	37.6
RECORDS	90	27.3
WORKBOOKS, WORKTEXTS	84	25.5
FLANNEL BOARD MATERIALS	71	21.5
CASSETTE AND REEL-TO-REEL TAPES	68	20.6
MAPS, CHARTS, PICTURES, FLASHCARDS	61	18.5
FILMSTRIPS, SLIDES	42	12.7
MODELS	42	12.7
SOUND FILMSTRIPS, SOUND SLIDES	34	10.3
MULTIMEDIA KITS	33	10.0
FILMS, FILMLOOPS	31	9.4
AUDIO FLASHCARDS	31	9.4
VIDEOTAPES, CLOSED-CIRCUIT TV	30	9.1
PROGRAMMED, SELF-INSTR. MATERIALS	30	9.1
MAGAZINES, SPECIALIZED COMIC BOOKS	29	8.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	17	5.2
COMPUTER-ASSISTED INSTR. MATERIALS	4	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	187	56.7
GAMES, TOYS, PUZZLES	159	48.2
WORKBOOKS, WORKTEXTS	98	29.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	97	29.4
MULTIMEDIA KITS	96	29.1
PROGRAMMED, SELF-INSTR. MATERIALS	76	23.0
VIDEOTAPES, CLOSED-CIRCUIT TV	69	20.9
MAGAZINES, SPECIALIZED COMIC BOOKS	65	19.7
RECORDS	64	19.4
SOUND FILMSTRIPS, SOUND SLIDES	63	19.1
FILMS, FILMLOOPS	61	18.5
CASSETTE AND REEL-TO-REEL TAPES	61	18.5
FILMSTRIPS, SLIDES	60	18.2
MAPS, CHARTS, PICTURES, FLASHCARDS	58	17.6
FLANNEL BOARD MATERIALS	58	17.6
MODELS	58	17.6
COMPUTER-ASSISTED INSTR. MATERIALS	55	16.7
AUDIO FLASHCARDS	48	14.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	43	13.0

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PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	243	31.8
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	330	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	132	40.0
AVAILABLE MATERIALS TOO COSTLY	67	20.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	31	9.4
AVAILABLE MATERIALS POOR IN QUALITY	30	9.1
INVALID OR NO RESPONSE	70	21.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	94	28.5
NOT RELEVANT TO MY CURRICULUM	85	25.8
INTEREST LEVEL INAPPROPRIATE	85	25.8
CONCEPT LEVEL INAPPROPRIATE	66	20.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	56	17.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	55	16.7
POOR SEQUENCING OF LEARNING COMPONENTS	43	13.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	25	7.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	15	4.5
LANGUAGE LEVEL NOT UNIFORM	7	2.1
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	147	44.5
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	94	28.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	82	24.8
NO ADAPTIVE EQUIPMENT AVAILABLE	68	20.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	68	20.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	66	20.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	55	16.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	55	16.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	54	16.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	41	12.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	38	11.5
INADEQUATE TEACHER DIRECTIONS	16	4.8
REQUIRES TOO MUCH TEACHER TRAINING	14	4.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	73	22.1
POOR DURABILITY	41	12.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	39	11.8
DIFFICULT TO STORE/NOT PORTABLE	34	10.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	30	9.1
POOR AUDIO QUALITY	21	6.4
DIFFICULT TO OPERATE AND/OR USE	18	5.5
INADEQUATE HEALTH AND SAFETY FEATURES	15	4.5

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PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	219	28.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	268	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
SELF-ACCEPTANCE	103	38.4
APPROPRIATE SOCIAL BEHAVIOR	63	23.5
INTERPERSONAL RELATIONS	35	13.1
SELF-EXPRESSION	34	12.7
SELF-IDENTIFICATION	17	6.3
HUMAN SEXUALITY (SEX EDUCATION)	16	6.0

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PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	219	28.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	268	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	5	1.9
5 TO 8	60	22.4
9 TO 11	55	20.5
12 TO 14	48	17.9
15 TO 17	32	11.9
18 AND OVER	8	3.0
11 AND YOUNGER	19	7.1
12 AND OLDER	38	14.2
INVALID OR NO RESPONSE	3	1.1

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	4	1.5
PRE-SCHOOL, AGES 3-4	20	7.5
PRIMARY, GRADES K-3	98	36.6
INTERMEDIATE, GRADES 4-6	43	16.0
JUNIOR HIGH, GRADES 7-9	29	10.8
HIGH SCHOOL, GRADES 10-12	16	6.0
INTERMEDIATE AND BELOW	29	10.8
JUNIOR AND SENIOR HIGH	29	10.8
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	202	75.4
STUDENT RESPONDS PRIMARILY BY WRITING	28	10.4
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	15	5.6
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	15	5.6
STUDENT RESPONDS PRIMARILY BY TYPING	5	1.9
INVALID OR NO RESPONSE	3	1.1

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PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	219	28.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	268	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	32	11.9
3 TO 5	47	17.5
6 TO 10	87	32.5
11 TO 15	41	15.3
16 OR MORE	52	19.4
INVALID OR NO RESPONSE	9	3.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1978 AND 3084 MIDPOINT 2531

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	146	54.5
FILMS, FILMLOOPS	108	40.3
FILMSTRIPS, SLIDES	102	38.1
GAMES, TOYS, PUZZLES	99	36.9
RECORDS	90	33.6
CASSETTE AND REEL-TO-REEL TAPES	85	31.7
MAPS, CHARTS, PICTURES, FLASHCARDS	71	26.5
WORKBOOKS, WORKTEXTS	68	25.4
SOUND FILMSTRIPS, SOUND SLIDES	66	24.6
MANIPULATIVE OBJECTS AND TOOLS	65	24.3
MAGAZINES, SPECIALIZED COMIC BOOKS	63	23.5
MODELS	48	17.9
MULTIMEDIA KITS	47	17.5
FLANNEL BOARD MATERIALS	45	16.8
PROGRAMMED, SELF-INSTR. MATERIALS	37	13.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	33	12.3
VIDEOTAPES, CLOSED-CIRCUIT TV	28	10.4
AUDIO FLASHCARDS	27	10.1
COMPUTER-ASSISTED INSTR. MATERIALS	15	5.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	136	50.7
MAGAZINES, SPECIALIZED COMIC BOOKS	134	50.0
PROGRAMMED, SELF-INSTR. MATERIALS	126	47.0
MULTIMEDIA KITS	124	46.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	122	45.5
FILMS, FILMLOOPS	122	45.5
SOUND FILMSTRIPS, SOUND SLIDES	119	44.4
FILMSTRIPS, SLIDES	104	38.8
GAMES, TOYS, PUZZLES	103	38.4
RECORDS	97	36.2
VIDEOTAPES, CLOSED-CIRCUIT TV	97	36.2
MANIPULATIVE OBJECTS AND TOOLS	94	35.1
CASSETTE AND REEL-TO-REEL TAPES	92	34.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	84	31.3
MODELS	80	29.9
COMPUTER-ASSISTED INSTR. MATERIALS	72	26.9
FLANNEL BOARD MATERIALS	68	25.4
MAPS, CHARTS, PICTURES, FLASHCARDS	65	24.3
AUDIO FLASHCARDS	50	18.[illegible]

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PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	219	28.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	268	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	108	40.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	46	17.2
AVAILABLE MATERIALS TOO COSTLY	42	15.7
AVAILABLE MATERIALS POOR IN QUALITY	23	8.6
INVALID OR NO RESPONSE	49	18.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	120	44.8
INTEREST LEVEL INAPPROPRIATE	89	33.2
NOT ENOUGH REPETITION, REINFORCEMENT	71	26.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	70	26.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	60	22.4
NOT RELEVANT TO MY CURRICULUM	49	18.3
CONCEPT LEVEL INAPPROPRIATE	42	15.7
POOR SEQUENCING OF LEARNING COMPONENTS	16	6.0
LANGUAGE LEVEL NOT UNIFORM	13	4.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	2.6
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	96	35.8
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	95	35.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	63	23.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	54	20.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	46	17.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	39	14.6
NO ADAPTIVE EQUIPMENT AVAILABLE	32	11.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	30	11.2
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	30	11.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	23	8.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	20	7.5
INADEQUATE TEACHER DIRECTIONS	19	7.1
REQUIRES TOO MUCH TEACHER TRAINING	9	3.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	70	26.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	27	10.1
POOR DURABILITY	18	6.7
POOR AUDIO QUALITY	15	5.6
DIFFICULT TO OPERATE AND/OR USE	15	5.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	14	5.2
DIFFICULT TO STORE/NOT PORTABLE	11	4.1
INADEQUATE HEALTH AND SAFETY FEATURES	8	3.0

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PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	213	27.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	238	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
ATTENDING/RESPONDING	99	41.6
CONCEPT DEVELOPMENT/GENERALIZATION	63	26.5
REASONING/DECISION MAKING SKILLS	57	23.9
REMEMBERING	11	4.6
CLASSIFICATION	4	1.7
ASSOCIATION	2	0.8
COGNITIVE SEQUENCING	2	0.8

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PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	213	27.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	238	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	35	14.7
5 TO 8	62	26.1
9 TO 11	51	21.4
12 TO 14	32	13.4
15 TO 17	8	3.4
18 AND OVER	12	5.0
11 AND YOUNGER	19	8.0
12 AND OLDER	15	6.3
INVALID OR NO RESPONSE	4	1.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	32	13.4
PRE-SCHOOL, AGES 3-4	53	22.3
PRIMARY, GRADES K-3	89	37.4
INTERMEDIATE, GRADES 4-6	27	11.3
JUNIOR HIGH, GRADES 7-9	10	4.2
HIGH SCHOOL, GRADES 10-12	2	0.8
INTERMEDIATE AND BELOW	12	5.0
JUNIOR AND SENIOR HIGH	9	3.8
INVALID OR NO RESPONSE	4	1.7

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	159	66.8
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	47	19.7
STUDENT RESPONDS PRIMARILY BY WRITING	20	8.4
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	7	2.9
STUDENT RESPONDS PRIMARILY BY TYPING	1	0.4
INVALID OR NO RESPONSE	4	1.7

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	213	27.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	238	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	17	7.1
3 TO 5	40	16.8
6 TO 10	97	40.8
11 TO 15	42	17.6
16 OR MORE	34	14.3
INVALID OR NO RESPONSE	8	3.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1725 AND 2684 MIDPOINT 2205

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	152	63.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	124	52.1
MANIPULATIVE OBJECTS AND TOOLS	120	50.4
WORKBOOKS, WORKTEXTS	106	44.5
RECORDS	101	42.4
FILMSTRIPS, SLIDES	96	40.3
MAPS, CHARTS, PICTURES, FLASHCARDS	95	39.9
FLANNEL BOARD MATERIALS	87	36.6
CASSETTE AND REEL-TO-REEL TAPES	79	33.2
FILMS, FILMLOOPS	76	31.9
SOUND FILMSTRIPS, SOUND SLIDES	63	26.5
MULTIMEDIA KITS	52	21.8
MAGAZINES, SPECIALIZED COMIC BOOKS	47	19.7
PROGRAMMED, SELF-INSTR. MATERIALS	47	19.7
AUDIO FLASHCARDS	36	15.1
MODELS	31	13.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	28	11.8
VIDEOTAPES, CLOSED-CIRCUIT TV	21	8.8
COMPUTER-ASSISTED INSTR. MATERIALS	8	3.4

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	104	43.7
GAMES, TOYS, PUZZLES	104	43.7
PROGRAMMED, SELF-INSTR. MATERIALS	99	41.6
MANIPULATIVE OBJECTS AND TOOLS	98	41.2
CASSETTE AND REEL-TO-REEL TAPES	94	39.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	92	38.7
MULTIMEDIA KITS	91	38.2
SOUND FILMSTRIPS, SOUND SLIDES	88	37.0
RECORDS	83	34.9
MAGAZINES, SPECIALIZED COMIC BOOKS	81	34.0
FILMS, FILMLOOPS	80	33.6
FILMSTRIPS, SLIDES	70	29.4
AUDIO FLASHCARDS	66	27.7
MAPS, CHARTS, PICTURES, FLASHCARDS	62	26.1
VIDEOTAPES, CLOSED-CIRCUIT TV	60	25.2
FLANNEL BOARD MATERIALS	56	23.5
COMPUTER-ASSISTED INSTR. MATERIALS	47	19.7
MODELS	46	19.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	45	18.9

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PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	213	27.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	238	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	109	45.8
AVAILABLE MATERIALS TOO COSTLY	36	15.1
AVAILABLE MATERIALS POOR IN QUALITY	25	10.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	24	10.1
INVALID OR NO RESPONSE	44	18.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	111	46.6
INTEREST LEVEL INAPPROPRIATE	106	44.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	90	37.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	85	35.7
CONCEPT LEVEL INAPPROPRIATE	77	32.4
NOT RELEVANT TO MY CURRICULUM	55	23.1
POOR SEQUENCING OF LEARNING COMPONENTS	37	15.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	24	10.1
LANGUAGE LEVEL NOT UNIFORM	23	9.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	12	5.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	113	47.5
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	106	44.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	71	29.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	68	28.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	59	24.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	55	23.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	47	19.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	41	17.2
NO ADAPTIVE EQUIPMENT AVAILABLE	41	17.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	32	13.4
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	30	12.6
INADEQUATE TEACHER DIRECTIONS	13	5.5
REQUIRES TOO MUCH TEACHER TRAINING	7	2.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	73	30.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	41	17.2
POOR DURABILITY	38	16.0
POOR AUDIO QUALITY	21	8.8
DIFFICULT TO OPERATE AND/OR USE	19	8.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	12	5.0
DIFFICULT TO STORE/NOT PORTABLE	9	3.8
INADEQUATE HEALTH AND SAFETY FEATURES	6	2.5

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	179	23.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	217	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
FEEDING AND EATING	46	21.2
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	41	18.9
DRESSING, GROOMING AND PERSONAL HYGIENE	37	17.1
TOILETING	27	12.4
LIFE-LONG LEISURE SKILLS	24	11.1
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	19	8.8
MEDICAL KNOWLEDGE ABOUT DISABILITY	10	4.6
DRIVER'S EDUCATION	5	2.3
FOOD PREPARATION	4	1.8
CHILD CARE	3	1.4
USE AND MAINTENANCE OF PERSONAL REHABILITATION EQUIPMENT	1	0.5
SELECTING, DIRECTING AND DISMISSING OF PERSONAL ATTENDANTS	0	0.0

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PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	179	23.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	217	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	9	4.1
5 TO 8	39	18.0
9 TO 11	35	16.1
12 TO 14	27	12.4
15 TO 17	30	13.8
18 AND OVER	16	7.4
11 AND YOUNGER	13	6.0
12 AND OLDER	46	21.2
INVALID OR NO RESPONSE	2	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	45	20.7
PRE-SCHOOL, AGES 3-4	19	8.8
PRIMARY, GRADES K-3	52	24.0
INTERMEDIATE, GRADES 4-6	29	13.4
JUNIOR HIGH, GRADES 7-9	11	5.1
HIGH SCHOOL, GRADES 10-12	20	9.2
INTERMEDIATE AND BELOW	16	7.4
JUNIOR AND SENIOR HIGH	24	11.1
INVALID OR NO RESPONSE	1	0.5

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	121	55.8
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	60	27.6
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	23	10.6
STUDENT RESPONDS PRIMARILY BY WRITING	11	5.1
STUDENT RESPONDS PRIMARILY BY TYPING	0	0.0
INVALID OR NO RESPONSE	2	0.9

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PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	179	23.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	217	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	22	10.1
3 TO 5	52	24.0
6 TO 10	67	30.9
11 TO 15	27	12.4
16 OR MORE	38	17.5
INVALID OR NO RESPONSE	11	5.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1485 AND 2329 MIDPOINT 1907

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	103	47.5
MANIPULATIVE OBJECTS AND TOOLS	64	29.5
FILMS, FILMLOOPS	61	28.1
GAMES, TOYS, PUZZLES	58	26.7
FILMSTRIPS, SLIDES	57	26.3
WORKBOOKS, WORKTEXTS	50	23.0
MAGAZINES, SPECIALIZED COMIC BOOKS	45	20.7
MAPS, CHARTS, PICTURES, FLASHCARDS	45	20.7
MODELS	42	19.4
RECORDS	40	18.4
SOUND FILMSTRIPS, SOUND SLIDES	33	15.2
CASSETTE AND REEL-TO-REEL TAPES	27	12.4
MULTIMEDIA KITS	26	12.0
FLANNEL BOARD MATERIALS	23	10.6
PROGRAMMED, SELF-INSTR. MATERIALS	23	10.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	22	10.1
AUDIO FLASHCARDS	17	7.8
VIDEOTAPES, CLOSED-CIRCUIT TV	16	7.4
COMPUTER-ASSISTED INSTR. MATERIALS	3	1.4

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	90	41.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	86	39.6
MAGAZINES, SPECIALIZED COMIC BOOKS	82	37.8
MANIPULATIVE OBJECTS AND TOOLS	81	37.3
FILMS, FILMLOOPS	79	36.4
PROGRAMMED, SELF-INSTR. MATERIALS	74	34.1
MULTIMEDIA KITS	73	33.6
FILMSTRIPS, SLIDES	69	31.8
SOUND FILMSTRIPS, SOUND SLIDES	66	30.4
CASSETTE AND REEL-TO-REEL TAPES	65	30.0
VIDEOTAPES, CLOSED-CIRCUIT TV	61	28.1
MODELS	57	26.3
GAMES, TOYS, PUZZLES	55	25.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	51	23.5
MAPS, CHARTS, PICTURES, FLASHCARDS	50	23.0
RECORDS	46	21.2
COMPUTER-ASSISTED INSTR. MATERIALS	44	20.3
AUDIO FLASHCARDS	40	18.4
FLANNEL BOARD MATERIALS	31	14.3

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PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	179	23.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	217	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	71	32.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	49	22.6
AVAILABLE MATERIALS TOO COSTLY	33	15.2
AVAILABLE MATERIALS POOR IN QUALITY	22	10.1
INVALID OR NO RESPONSE	42	19.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	69	31.8
INTEREST LEVEL INAPPROPRIATE	54	24.9
NOT ENOUGH REPETITION, REINFORCEMENT	52	24.0
NOT RELEVANT TO MY CURRICULUM	48	22.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	42	19.4
CONCEPT LEVEL INAPPROPRIATE	37	17.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	24	11.1
POOR SEQUENCING OF LEARNING COMPONENTS	22	10.1
LANGUAGE LEVEL NOT UNIFORM	17	7.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	16	7.4
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	85	39.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	61	28.1
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	56	25.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	50	23.0
NO ADAPTIVE EQUIPMENT AVAILABLE	39	18.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	38	17.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	35	16.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	25	11.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	25	11.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	24	11.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	17	7.8
REQUIRES TOO MUCH TEACHER TRAINING	15	6.9
INADEQUATE TEACHER DIRECTIONS	14	6.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	44	20.3
DIFFICULT TO OPERATE AND/OR USE	27	12.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	20	9.2
POOR DURABILITY	14	6.5
DIFFICULT TO STORE/NOT PORTABLE	13	6.0
POOR AUDIO QUALITY	8	3.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	8	3.7
INADEQUATE HEALTH AND SAFETY FEATURES	6	2.8

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PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	158	20.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	170	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER	FREQ.	PCT
COMPUTATION	64	37.6
PROBLEM SOLVING/MATHEMATICS APPLICATION	27	15.9
MATHEMATICS READINESS (E.G., VOCABULARY, RELATIONSHIPS)	24	14.1
MEASUREMENT, TIME, MONEY	18	10.6
CONSUMER MATHEMATICS	14	8.2
NUMERATION	10	5.9
DECIMALS, PERCENTAGE, RATIO, FRACTIONS	8	4.7
GEOMETRY/ALGEBRA	4	2.4
METRIC SYSTEM	1	0.6

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PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	158	20.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	170	

CHRONOLOGICAL AGE DISTRIBUTION

	FREQ.	PCT
4 OR UNDER	7	4.1
5 TO 8	43	25.3
9 TO 11	43	25.3
12 TO 14	32	18.8
15 TO 17	19	11.2
18 AND OVER	3	1.8
11 AND YOUNGER	8	4.7
12 AND OLDER	14	8.2
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL

	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	12	7.1
PRIMARY, GRADES K-3	85	50.0
INTERMEDIATE, GRADES 4-6	23	13.5
JUNIOR HIGH, GRADES 7-9	23	13.5
HIGH SCHOOL, GRADES 10-12	8	4.7
INTERMEDIATE AND BELOW	10	5.9
JUNIOR AND SENIOR HIGH	8	4.7
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION

	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	86	50.6
STUDENT RESPONDS PRIMARILY BY WRITING	74	43.5
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	4	2.4
STUDENT RESPONDS PRIMARILY BY TYPING	2	1.2
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	0	0.0
INVALID OR NO RESPONSE	4	2.4

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PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	158	20.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	170	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	6	3.5
3 TO 5	31	18.2
6 TO 10	71	41.8
11 TO 15	33	19.4
16 OR MORE	19	11.2
INVALID OR NO RESPONSE	10	5.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1192 AND 1847 MIDPOINT 1520

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	134	78.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	114	67.1
MAPS, CHARTS, PICTURES, FLASHCARDS	97	57.1
MANIPULATIVE OBJECTS AND TOOLS	96	56.5
GAMES, TOYS, PUZZLES	95	55.9
FLANNEL BOARD MATERIALS	62	36.5
PROGRAMMED, SELF-INSTR. MATERIALS	46	27.1
RECORDS	41	24.1
AUDIO FLASHCARDS	36	21.2
MULTIMEDIA KITS	36	21.2
CASSETTE AND REEL-TO-REEL TAPES	34	20.0
FILMSTRIPS, SLIDES	33	19.4
MODELS	32	18.8
FILMS, FILMLOOPS	27	15.9
MAGAZINES, SPECIALIZED COMIC BOOKS	20	11.8
SOUND FILMSTRIPS, SOUND SLIDES	20	11.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	11	6.5
COMPUTER-ASSISTED INSTR. MATERIALS	9	5.3
VIDEOTAPES, CLOSED-CIRCUIT TV	2	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	87	51.2
PROGRAMMED, SELF-INSTR. MATERIALS	82	48.2
MULTIMEDIA KITS	82	48.2
GAMES, TOYS, PUZZLES	70	41.2
MANIPULATIVE OBJECTS AND TOOLS	59	34.7
FILMSTRIPS, SLIDES	56	32.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	54	31.8
FILMS, FILMLOOPS	54	31.8
CASSETTE AND REEL-TO-REEL TAPES	54	31.8
AUDIO FLASHCARDS	53	31.2
SOUND FILMSTRIPS, SOUND SLIDES	50	29.4
MAPS, CHARTS, PICTURES, FLASHCARDS	50	29.4
RECORDS	47	27.6
COMPUTER-ASSISTED INSTR. MATERIALS	46	27.1
MAGAZINES, SPECIALIZED COMIC BOOKS	44	25.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	37	21.8
VIDEOTAPES, CLOSED-CIRCUIT TV	36	21.2
FLANNEL BOARD MATERIALS	33	19.4
MODELS	28	16.5

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PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	158	20.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	170	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	59	34.7
AVAILABLE MATERIALS TOO COSTLY	46	27.1
AVAILABLE MATERIALS POOR IN QUALITY	17	10.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	8	4.7
INVALID OR NO RESPONSE	40	23.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	107	62.9
POOR SEQUENCING OF LEARNING COMPONENTS	51	30.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	45	26.5
INTEREST LEVEL INAPPROPRIATE	44	25.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	39	22.9
CONCEPT LEVEL INAPPROPRIATE	33	19.4
NOT RELEVANT TO MY CURRICULUM	32	18.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	23	13.5
LANGUAGE LEVEL NOT UNIFORM	14	8.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	14	8.2
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	73	42.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	73	42.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	70	41.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	66	38.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	43	25.3
NO ADAPTIVE EQUIPMENT AVAILABLE	36	21.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	35	20.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	33	19.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	32	18.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	21	12.4
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	17	10.0
INADEQUATE TEACHER DIRECTIONS	11	6.5
REQUIRES TOO MUCH TEACHER TRAINING	10	5.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	52	30.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	32	18.8
POOR DURABILITY	27	15.9
DIFFICULT TO OPERATE AND/OR USE	17	10.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	12	7.1
DIFFICULT TO STORE/NOT PORTABLE	10	5.9
POOR AUDIO QUALITY	3	1.8
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.6

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	123	16.1
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	132	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
LISTENING SKILLS	37	28.0
ORAL COMPREHENSION	28	21.2
COMPOSITION	19	14.4
GRAMMAR	16	12.1
STUDY AND REFERENCE SKILLS	16	12.1
SPELLING	9	6.8
CREATIVE WRITING	7	5.3

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PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	123	16.1
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	132	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	6	4.5
5 TO 8	31	23.5
9 TO 11	28	21.2
12 TO 14	30	22.7
15 TO 17	14	10.6
18 AND OVER	0	0.0
11 AND YOUNGER	10	7.6
12 AND OLDER	11	8.3
INVALID OR NO RESPONSE	2	1.5

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	3	2.3
PRE-SCHOOL, AGES 3-4	14	10.6
PRIMARY, GRADES K-3	52	39.4
INTERMEDIATE, GRADES 4-6	25	18.9
JUNIOR HIGH, GRADES 7-9	17	12.9
HIGH SCHOOL, GRADES 10-12	4	3.0
INTERMEDIATE AND BELOW	9	6.8
JUNIOR AND SENIOR HIGH	7	5.3
INVALID OR NO RESPONSE	1	0.8

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	80	60.6
STUDENT RESPONDS PRIMARILY BY WRITING	40	30.3
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	5	3.8
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	3	2.3
STUDENT RESPONDS PRIMARILY BY TYPING	2	1.5
INVALID OR NO RESPONSE	2	1.5

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PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	123	16.1
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	132	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	17	12.9
3 TO 5	33	25.0
6 TO 10	40	30.3
11 TO 15	23	17.4
16 OR MORE	17	12.9
INVALID OR NO RESPONSE	2	1.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 881 AND 1369 MIDPOINT 1125

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	89	67.4
WORKBOOKS, WORKTEXTS	73	55.3
MAPS, CHARTS, PICTURES, FLASHCARDS	53	40.2
GAMES, TOYS, PUZZLES	51	38.6
CASSETTE AND REEL-TO-REEL TAPES	50	37.9
RECORDS	47	35.6
FILMSTRIPS, SLIDES	43	32.6
SOUND FILMSTRIPS, SOUND SLIDES	40	30.3
FILMS, FILMLOOPS	39	29.5
MANIPULATIVE OBJECTS AND TOOLS	32	24.2
MAGAZINES, SPECIALIZED COMIC BOOKS	28	21.2
FLANNEL BOARD MATERIALS	28	21.2
PROGRAMMED, SELF-INSTR. MATERIALS	26	19.7
MULTIMEDIA KITS	20	15.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	18	13.6
AUDIO FLASHCARDS	16	12.1
MODELS	14	10.6
VIDEOTAPES, CLOSED-CIRCUIT TV	6	4.5
COMPUTER-ASSISTED INSTR. MATERIALS	4	3.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
PROGRAMMED, SELF-INSTR. MATERIALS	56	42.4
WORKBOOKS, WORKTEXTS	55	41.7
CASSETTE AND REEL-TO-REEL TAPES	53	40.2
SOUND FILMSTRIPS, SOUND SLIDES	44	33.3
GAMES, TOYS, PUZZLES	41	31.1
RECORDS	40	30.3
MULTIMEDIA KITS	40	30.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	39	29.5
MAGAZINES, SPECIALIZED COMIC BOOKS	39	29.5
AUDIO FLASHCARDS	39	29.5
FILMSTRIPS, SLIDES	36	27.3
FILMS, FILMLOOPS	35	26.5
MANIPULATIVE OBJECTS AND TOOLS	31	23.5
VIDEOTAPES, CLOSED-CIRCUIT TV	30	22.7
MAPS, CHARTS, PICTURES, FLASHCARDS	28	21.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	27	20.5
MODELS	24	18.2
COMPUTER-ASSISTED INSTR. MATERIALS	24	18.2
FLANNEL BOARD MATERIALS	21	15.9

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PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	123	16.1
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	132	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	40	30.3
AVAILABLE MATERIALS TOO COSTLY	31	23.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	17	12.9
AVAILABLE MATERIALS POOR IN QUALITY	14	10.6
INVALID OR NO RESPONSE	30	22.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	57	43.2
INTEREST LEVEL INAPPROPRIATE	49	37.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	40	30.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	37	28.0
POOR SEQUENCING OF LEARNING COMPONENTS	28	21.2
CONCEPT LEVEL INAPPROPRIATE	23	17.4
NOT RELEVANT TO MY CURRICULUM	22	16.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	20	15.2
LANGUAGE LEVEL NOT UNIFORM	19	14.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	9	6.8
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	51	38.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	48	36.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	37	28.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	27	20.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	25	18.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	25	18.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	25	18.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	20	15.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	16	12.1
NO ADAPTIVE EQUIPMENT AVAILABLE	15	11.4
INADEQUATE TEACHER DIRECTIONS	10	7.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	6	4.5
REQUIRES TOO MUCH TEACHER TRAINING	4	3.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	35	26.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	13	9.8
DIFFICULT TO OPERATE AND/OR USE	13	9.8
POOR DURABILITY	13	9.8
POOR AUDIO QUALITY	11	8.3
DIFFICULT TO STORE/NOT PORTABLE	7	5.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	3.8
INADEQUATE HEALTH AND SAFETY FEATURES	4	3.0

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PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATICN

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	120	15.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	138	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLLSTER

	FREQ.	PCT
JOB PREPARATION/SKILLS DEVELOPMENT	68	49.3
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	36	26.1
EXPLORATION OF CAREERS	13	9.4
VOCATIONAL ADJUSTMENT	12	8.7
AWARENESS OF PEOPLE AND THEIR WORK	6	4.3
JOB SEEKING/INTERVIEW SKILLS	3	2.2

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PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	120	15.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	138	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	0.7
5 TO 8	0	0.0
9 TO 11	7	5.1
12 TO 14	21	15.2
15 TO 17	38	27.5
18 AND OVER	17	12.3
11 AND YOUNGER	1	0.7
12 AND OLDER	52	37.7
INVALID OR NO RESPONSE	1	0.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	0.7
PRE-SCHOOL, AGES 3-4	2	1.4
PRIMARY, GRADES K-3	13	9.4
INTERMEDIATE, GRADES 4-6	30	21.7
JUNIOR HIGH, GRADES 7-9	14	10.1
HIGH SCHOOL, GRADES 10-12	31	22.5
INTERMEDIATE AND BELOW	15	10.9
JUNIOR AND SENIOR HIGH	32	23.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	107	77.5
STUDENT RESPONDS PRIMARILY BY WRITING	14	10.1
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	7	5.1
STUDENT RESPONDS PRIMARILY BY TYPING	5	3.6
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	2	1.4
INVALID OR NO RESPONSE	3	2.2

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PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	120	15.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	138	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	12	8.7
3 TO 5	26	18.8
6 TO 10	32	23.2
11 TO 15	23	16.7
16 OR MORE	37	26.8
INVALID OR NO RESPONSE	8	5.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1127 AND 1744 MIDPOINT 1436

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	91	65.9
WORKBOOKS, WORKTEXTS	69	50.0
FILMS, FILMLOOPS	58	42.0
FILMSTRIPS, SLIDES	56	40.6
MAGAZINES, SPECIALIZED COMIC BOOKS	49	35.5
SOUND FILMSTRIPS, SOUND SLIDES	45	32.6
CASSETTE AND REEL-TO-REEL TAPES	40	29.0
MAPS, CHARTS, PICTURES, FLASHCARDS	33	23.9
GAMES, TOYS, PUZZLES	33	23.9
MANIPULATIVE OBJECTS AND TOOLS	32	23.2
PROGRAMMED, SELF-INSTR. MATERIALS	27	19.6
RECORDS	24	17.4
MULTIMEDIA KITS	22	15.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	21	15.2
AUDIO FLASHCARDS	13	9.4
MODELS	12	8.7
VIDEOTAPES, CLOSED-CIRCUIT TV	10	7.2
FLANNEL BOARD MATERIALS	8	5.8
COMPUTER-ASSISTED INSTR. MATERIALS	8	5.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	87	63.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	79	57.2
PROGRAMMED, SELF-INSTR. MATERIALS	77	55.8
MAGAZINES, SPECIALIZED COMIC BOOKS	71	51.4
MULTIMEDIA KITS	70	50.7
MANIPULATIVE OBJECTS AND TOOLS	69	50.0
FILMS, FILMLOOPS	59	42.8
SOUND FILMSTRIPS, SOUND SLIDES	58	42.0
FILMSTRIPS, SLIDES	57	41.3
VIDEOTAPES, CLOSED-CIRCUIT TV	57	41.3
CASSETTE AND REEL-TO-REEL TAPES	53	38.4
COMPUTER-ASSISTED INSTR. MATERIALS	51	37.0
GAMES, TOYS, PUZZLES	46	33.3
MODELS	40	29.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	35	25.4
RECORDS	33	23.9
MAPS, CHARTS, PICTURES, FLASHCARDS	32	23.2
AUDIO FLASHCARDS	28	20.3
FLANNEL BOARD MATERIALS	19	13.8

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PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	120	15.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	138	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	46	33.3
AVAILABLE MATERIALS TOO COSTLY	30	21.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	18	13.0
AVAILABLE MATERIALS POOR IN QUALITY	13	9.4
INVALID OR NO RESPONSE	31	22.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	69	50.0
INTEREST LEVEL INAPPROPRIATE	47	34.1
NOT RELEVANT TO MY CURRICULUM	37	26.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	35	25.4
NOT ENOUGH REPETITION, REINFORCEMENT	30	21.7
CONCEPT LEVEL INAPPROPRIATE	28	20.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	23	16.7
LANGUAGE LEVEL NOT UNIFORM	9	6.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	9	6.5
POOR SEQUENCING OF LEARNING COMPONENTS	7	5.1
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	71	51.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	44	31.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	42	30.4
NO ADAPTIVE EQUIPMENT AVAILABLE	30	21.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	29	21.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	28	20.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	26	18.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	21	15.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	18	13.0
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	18	13.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	8	5.8
INADEQUATE TEACHER DIRECTIONS	5	3.6
REQUIRES TOO MUCH TEACHER TRAINING	3	2.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	32	23.2
DIFFICULT TO OPERATE AND/OR USE	23	16.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	10	7.2
POOR DURABILITY	6	4.3
POOR AUDIO QUALITY	4	2.9
DIFFICULT TO STORE/NOT PORTABLE	4	2.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	2.2
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 5: TEACHERS OF THE PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

SUBSECTION F. ANALYSIS OF THE PRIORITY-RELATED QUESTIONS FOR ALL CURRICULUM AREAS COMBINED

SUBSECTION F CONTAINS THE SAME TYPE OF THREE-PAGE ANALYSIS FOR ALL CURRICULUM AREAS COMBINED AS DOES SUBSECTION D FOR INDIVIDUAL CURRICULUM AREAS.

THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* IT APPEARS OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THESE QUESTIONS.

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THE ABOVE RESPONDENT POPULATION MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE MOST CRITICAL. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS RESPONDENT POPULATION.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THIS POPULATION OF TEACHERS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT. THAT IS, IT IS ESTIMATED THAT THE MATERIALS NEEDS OF ABOUT 20,136 STUDENTS IN THESE HANDICAP AREAS (OR SOMEWHERE BETWEEN 15,730 AND 24,542) ARE REPRESENTED BY THE MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE ABOVE RESPONDENT POPULATION.

*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE RESPONDENT POPULATION (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS RESPONDENT POPULATION. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	2173	94.9
TOTAL NUMBER OF RESPONSES POSSIBLE	2289	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	161	7.4
5 TO 8	517	23.8
9 TO 11	437	20.1
12 TO 14	285	13.1
15 TO 17	201	9.3
18 AND OVER	99	4.6
11 AND YOUNGER	182	8.4
12 AND OLDER	266	12.2
INVALID OR NO RESPONSE	23	1.1

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	239	11.0
PRE-SCHOOL, AGES 3-4	261	12.0
PRIMARY, GRADES K-3	800	36.8
INTERMEDIATE, GRADES 4-6	282	13.0
JUNIOR HIGH, GRADES 7-9	147	6.8
HIGH SCHOOL, GRADES 10-12	107	4.9
INTERMEDIATE AND BELOW	166	7.6
JUNIOR AND SENIOR HIGH	155	7.1
INVALID OR NO RESPONSE	16	0.7

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	1336	61.5
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	336	15.5
STUDENT RESPONDS PRIMARILY BY WRITING	296	13.6
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	134	6.2
STUDENT RESPONDS PRIMARILY BY TYPING	29	1.3
INVALID OR NO RESPONSE	42	1.9

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	2173	94.9
TOTAL NUMBER OF RESPONSES POSSIBLE	2289	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	241	11.1
3 TO 5	415	19.1
6 TO 10	700	32.2
11 TO 15	324	14.9
16 OR MORE	405	18.6
INVALID OR NO RESPONSE	88	4.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 15730 AND 24542 MIDPOINT 20136

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1212	55.8
GAMES, TOYS, PUZZLES	1014	46.7
WORKBOOKS, WORKTEXTS	901	41.5
MANIPULATIVE OBJECTS AND TOOLS	883	40.6
MAPS, CHARTS, PICTURES, FLASHCARDS	734	33.8
RECORDS	653	30.1
FILMSTRIPS, SLIDES	630	29.0
CASSETTE AND REEL-TO-REEL TAPES	598	27.5
FILMS, FILMLOOPS	568	26.1
FLANNEL BOARD MATERIALS	463	21.3
SOUND FILMSTRIPS, SOUND SLIDES	433	19.9
MAGAZINES, SPECIALIZED COMIC BOOKS	418	19.2
PROGRAMMED, SELF-INSTR. MATERIALS	376	17.3
MULTIMEDIA KITS	349	16.1
MODELS	308	14.2
AUDIO FLASHCARDS	279	12.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	208	9.6
VIDEOTAPES, CLOSED-CIRCUIT TV	152	7.0
COMPUTER-ASSISTED INSTR. MATERIALS	67	3.1

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	933	42.9
MANIPULATIVE OBJECTS AND TOOLS	849	39.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	843	38.8
PROGRAMMED, SELF-INSTR. MATERIALS	841	38.7
GAMES, TOYS, PUZZLES	800	[illegible]
MULTIMEDIA KITS	775	35.7
MAGAZINES, SPECIALIZED COMIC BOOKS	714	32.9
FILMS, FILMLOOPS	681	31.3
SOUND FILMSTRIPS, SOUND SLIDES	657	30.2
CASSETTE AND REEL-TO-REEL TAPES	646	29.7
FILMSTRIPS, SLIDES	626	28.8
RECORDS	581	26.7
VIDEOTAPES, CLOSED-CIRCUIT TV	563	25.9
MAPS, CHARTS, PICTURES, FLASHCARDS	498	22.9
COMPUTER-ASSISTED INSTR. MATERIALS	471	21.7
AUDIO FLASHCARDS	468	21.5
MODELS	437	20.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	430	19.8
FLANNEL BOARD MATERIALS	404	18.6

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	2173	94.9
TOTAL NUMBER OF RESPONSES POSSIBLE	2289	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	794	36.5
AVAILABLE MATERIALS TOO COSTLY	453	20.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	274	12.6
AVAILABLE MATERIALS POOR IN QUALITY	201	9.2
INVALID OR NO RESPONSE	451	20.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	763	35.1
INTEREST LEVEL INAPPROPRIATE	677	31.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	666	30.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	535	24.6
NOT RELEVANT TO MY CURRICULUM	456	21.0
CONCEPT LEVEL INAPPROPRIATE	424	19.5
POOR SEQUENCING OF LEARNING COMPONENTS	311	14.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	265	12.2
LANGUAGE LEVEL NOT UNIFORM	168	7.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	127	5.8
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	910	41.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	768	35.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	563	25.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	515	23.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	507	23.3
NO ADAPTIVE EQUIPMENT AVAILABLE	382	17.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	365	16.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	333	15.3
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	306	14.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	283	13.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	276	12.7
INADEQUATE TEACHER DIRECTIONS	130	6.0
REQUIRES TOO MUCH TEACHER TRAINING	98	4.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	534	24.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	272	12.5
POOR DURABILITY	247	11.4
DIFFICULT TO OPERATE AND/OR USE	214	9.8
DIFFICULT TO STORE/NOT PORTABLE	150	6.9
POOR AUDIO QUALITY	117	5.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	115	5.3
INADEQUATE HEALTH AND SAFETY FEATURES	53	2.4

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RESPONDENT POPULATION 5: TEACHERS OF THE PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

SUBSECTION G. DISTRIBUTION OF STUDENT CHARACTERISTICS FOR WHICH THE HIGHEST PRIORITY MATERIALS NEEDS EXIST

RECALL THAT THE CURRICULUM AREA PRIORITIES WERE CHOSEN IN CONJUNCTION WITH CERTAIN STUDENT CHARACTERISTICS WHICH DESCRIBED THE TYPE OF STUDENTS FOR WHICH MATERIALS NEEDS WERE MOST CRITICAL. ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE RESPONDENT POPULATION INDICATED ABOVE, THESE STUDENT CHARACTERISTICS WERE CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND PRIMARY MODE OF COMMUNICATION. IN THE ANALYSES CONTAINED IN SUBSECTION D, WHERE EACH HIGH PRIORITY CURRICULUM AREA WAS EXPLORED IN DEPTH, THE PREDOMINANT LEVELS OF EACH STUDENT CHARACTERISTIC ASSOCIATED WITH THAT CURRICULUM AREA WERE IDENTIFIED.

SUBSECTION G BEGINS AN IN-DEPTH EXAMINATION OF THE STUDENT CHARACTERISTICS THEMSELVES, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. IT PRESENTS THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO PRIORITIZED MATERIALS NEEDS FOR EACH CHRONOLOGICAL AGE CATEGORY, FUNCTIONAL LEVEL, AND PRIMARY MODE OF COMMUNICATION OF STUDENT. THUS, SUBSECTION G MAY BE REGARDED AS AN OVERVIEW OF THE KINDS OF STUDENTS, CLASSIFIED BY THESE CHARACTERISTICS, FOR WHOM MATERIALS DEVELOPMENT IS PERCEIVED AS MOST CRITICAL BY THIS POPULATION OF TEACHERS.*

THIS OVERVIEW PROVIDES A FRAMEWORK FOR THE NEXT TWO SUBSECTIONS (H AND J), IN WHICH MATERIALS PRIORITIES FOR SUBGROUPS OF STUDENTS CLASSIFIED BY DIFFERENT CHRONOLOGICAL AGE LEVELS AND BY THE ABILITY TO UTILIZE DIFFERENT MODES OF COMMUNICATION ARE DETAILED AND ANALYZED.

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*IN THIS SENSE, IT MAY BE REGARDED AS AN ADJUNCTIVE ANALYSIS TO THAT CONTAINED ON PAGE 1 OF THE THREE-PAGE ANALYSIS PRESENTED IN SUBSECTION F. IT DIFFERS FROM THE SUBSECTION F ANALYSIS IN THAT THE LATTER PRESENTS THE FREQUENCY OF RESPONSES TO THE STUDENT CHARACTERISTICS, WHILE THE SUBSECTION G ANALYSIS IS BASED ON THE FREQUENCY OF RESPONDENTS CHOOSING THESE CHARACTERISTICS.

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DISTRIBUTION OF STUDENT CHARACTERISTICS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

CHRONOLOGICAL AGE	RESPONDENTS CHOOSING THIS AGE LEVEL	
	FREQ.	PCT
4 OR UNDER	74	9.7
5 TO 8	233	30.5
9 TO 11	210	27.5
12 TO 14	140	18.3
15 TO 17	101	13.2
18 AND OVER	51	6.7
11 AND YOUNGER	87	11.4
12 AND OLDER	127	16.6
INVALID OR NO RESPONSE	13	1.7

FUNCTIONAL LEVEL	RESPONDENTS CHOOSING THIS FUNCTIONAL LEVEL	
	FREQ.	PCT
INFANT, AGE 2 AND UNDER	104	13.6
PRE-SCHOOL, AGES 3-4	137	18.0
PRIMARY, GRADES K-3	344	45.1
INTERMEDIATE, GRADES 4-6	145	19.0
JUNIOR HIGH, GRADES 7-9	77	10.1
HIGH SCHOOL, GRADES 10-12	56	7.3
INTERMEDIATE AND BELOW	77	10.1
JUNIOR AND SENIOR HIGH	75	9.8
INVALID OR NO RESPONSE	10	1.3

PRIMARY MODE OF COMMUNICATION	RESPONDENTS CHOOSING THIS PRIMARY COMMUNICATION MODE	
	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	559	73.3
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	163	21.4
STUDENT RESPONDS PRIMARILY BY WRITING	158	20.7
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	89	11.7
STUDENT RESPONDS PRIMARILY BY TYPING	24	3.1
INVALID OR NO RESPONSE	22	2.9

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RESPONDENT POPULATION 5: TEACHERS OF THE PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

SUBSECTION H. CURRICULUM AREA ANALYSES FOR STUDENT CHRONOLOGICAL AGE

SUBSECTION H PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR STUDENTS AT DIFFERENT CHRONOLOGICAL AGE LEVELS, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. FOR PURPOSES OF THIS ANALYSIS, THE EIGHT AGE LEVELS CONTAINED ON THE FOLD-IN SHEET OF THE QUESTIONNAIRE FOR THE ABOVE RESPONDENT POPULATION WERE COLLAPSED INTO TWO AGE CATEGORIES:

CHRONOLOGICAL AGE: 11 AND YOUNGER
CHRONOLOGICAL AGE: 12 AND OLDER

THESE TWO CATEGORIES ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE CHRONOLOGICAL AGE CATEGORY IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS IN THIS AGE CATEGORY APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS AGE CATEGORY. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE AGE CATEGORIES CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN AGE CATEGORY, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS AGE CATEGORY.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE AGE LEVELS WITHIN THE GIVEN AGE CATEGORY AND TO THE OTHER CHARACTERISTICS FOR STUDENTS IN THIS CHRONOLOGICAL AGE CATEGORY.

PAGES 2-3 CONTAIN THE RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR THE GIVEN CHRONOLOGICAL AGE CATEGORY. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS AGE CATEGORY.

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*A GIVEN RESPONDENT MIGHT (AND OFTEN DID) CHOOSE THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS AT THE SAME AGE LEVEL--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED RANGE OF STUDENTS.

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CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	486	63.7
TOTAL RESPONSES TO THIS AGE CATEGORY	1297	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
ATTENDING/RESPONDING	75	15.4
SENSORY MOTOR INTEGRATION	69	14.2
GROSS MOTOR DEVELOPMENT	68	14.0
SELF-ACCEPTANCE	55	11.3
READING READINESS SKILLS	52	10.7
CONCEPT DEVELOPMENT/GENERALIZATION	50	10.3
READING COMPREHENSION	48	9.9
COMPUTATION	45	9.3
FINE MOTOR DEVELOPMENT	44	9.1
AMBULATION (WALKING, CRAWLING--WITH/WITHOUT DEVICES)	43	8.8
WORD ATTACK SKILLS	41	8.4
FEEDING AND EATING	36	7.4
LISTENING SKILLS	35	7.2
APPROPRIATE SOCIAL BEHAVIOR	34	7.0
VISUAL PERCEPTION	33	6.8
REASONING/DECISION MAKING SKILLS	28	5.8
USE OF COMMUNICATION BOARD	26	5.3
REMEDIAL READING	25	5.1
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	24	4.9

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CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	486	63.7
TOTAL RESPONSES TO THIS AGE CATEGORY	1297	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	161	12.4
5 TO 8	517	39.9
9 TO 11	437	33.7
12 TO 14	0	0.0
15 TO 17	0	0.0
18 AND OVER	0	0.0
11 AND YOUNGER	182	14.0
12 AND OLDER	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	182	14.0
PRE-SCHOOL, AGES 3-4	213	16.4
PRIMARY, GRADES K-3	665	51.3
INTERMEDIATE, GRADES 4-6	117	9.0
JUNIOR HIGH, GRADES 7-9	9	0.7
HIGH SCHOOL, GRADES 10-12	1	0.1
INTERMEDIATE AND BELOW	98	7.6
JUNIOR AND SENIOR HIGH	3	0.2
INVALID OR NO RESPONSE	9	0.7

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	786	60.6
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	246	19.0
STUDENT RESPONDS PRIMARILY BY WRITING	157	12.1
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	74	5.7
STUDENT RESPONDS PRIMARILY BY TYPING	15	1.2
INVALID OR NO RESPONSE	19	1.5

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CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	486	63.7
TOTAL RESPONSES TO THIS AGE CATEGORY	1297	

Q1 APPROXIMATELY HOW MANY STUDENTS IN THIS AGE CATEGORY WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	156	12.0
3 TO 5	274	21.1
6 TO 10	445	34.3
11 TO 15	182	14.0
16 OR MORE	185	14.3
INVALID OR NO RESPONSE	55	4.2

APPROXIMATE NUMBER OF STUDENTS OF THIS AGE WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 8610 AND 13487 MIDPOINT 11049

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	715	55.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	659	50.8
MANIPULATIVE OBJECTS AND TOOLS	638	49.2
WORKBOOKS, WORKTEXTS	520	40.1
MAPS, CHARTS, PICTURES, FLASHCARDS	442	34.1
RECORDS	431	33.2
CASSETTE AND REEL-TO-REEL TAPES	370	28.5
FLANNEL BOARD MATERIALS	355	27.4
FILMSTRIPS, SLIDES	343	26.4
FILMS, FILMLOOPS	299	23.1
SOUND FILMSTRIPS, SOUND SLIDES	237	18.3
MULTIMEDIA KITS	203	15.7
PROGRAMMED, SELF-INSTR. MATERIALS	202	15.6
MODELS	197	15.2
MAGAZINES, SPECIALIZED COMIC BOOKS	193	14.9
AUDIO FLASHCARDS	175	13.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	107	8.2
VIDEOTAPES, CLOSED-CIRCUIT TV	95	7.3
COMPUTER-ASSISTED INSTR. MATERIALS	34	2.6

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	555	42.8
GAMES, TOYS, PUZZLES	540	41.6
WORKBOOKS, WORKTEXTS	496	38.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	476	36.7
PROGRAMMED, SELF-INSTR. MATERIALS	435	33.5
MULTIMEDIA KITS	429	33.1
SOUND FILMSTRIPS, SOUND SLIDES	362	27.9
FILMS, FILMLOOPS	356	27.4
CASSETTE AND REEL-TO-REEL TAPES	352	27.1
MAGAZINES, SPECIALIZED COMIC BOOKS	351	27.1
RECORDS	350	27.0
FILMSTRIPS, SLIDES	341	26.3
VIDEOTAPES, CLOSED-CIRCUIT TV	293	22.6
AUDIO FLASHCARDS	290	22.4
MAPS, CHARTS, PICTURES, FLASHCARDS	289	22.3
FLANNEL BOARD MATERIALS	277	21.4
MODELS	247	19.0
COMPUTER-ASSISTED INSTR. MATERIALS	245	18.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	226	17.4

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CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	486	63.7
TOTAL RESPONSES TO THIS AGE CATEGORY	1297	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	475	36.6
AVAILABLE MATERIALS TOO COSTLY	292	22.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	168	13.0
AVAILABLE MATERIALS POOR IN QUALITY	111	8.6
INVALID OR NO RESPONSE	251	19.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	501	38.6
INTEREST LEVEL INAPPROPRIATE	356	27.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	322	24.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	298	23.0
NOT RELEVANT TO MY CURRICULUM	273	21.0
CONCEPT LEVEL INAPPROPRIATE	255	19.7
POOR SEQUENCING OF LEARNING COMPONENTS	213	16.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	140	10.8
LANGUAGE LEVEL NOT UNIFORM	104	8.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	73	5.6
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	559	43.1
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	469	36.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	343	26.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	304	23.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	285	22.0
NO ADAPTIVE EQUIPMENT AVAILABLE	254	19.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	219	16.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	217	16.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	201	15.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	187	14.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	147	11.3
INADEQUATE TEACHER DIRECTIONS	75	5.8
REQUIRES TOO MUCH TEACHER TRAINING	61	4.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	307	23.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	183	14.1
POOR DURABILITY	179	13.8
DIFFICULT TO OPERATE AND/OR USE	123	9.5
DIFFICULT TO STORE/NOT PORTABLE	96	7.4
POOR AUDIO QUALITY	82	6.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	74	5.7
INADEQUATE HEALTH AND SAFETY FEATURES	36	2.8

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CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	350	45.9
TOTAL RESPONSES TO THIS AGE CATEGORY	853	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
JOB PREPARATION/SKILLS DEVELOPMENT	64	18.3
SELF-ACCEPTANCE	43	12.3
READING COMPREHENSION	39	11.1
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	34	9.7
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	32	9.1
REASONING/DECISION MAKING SKILLS	29	8.3
APPROPRIATE SOCIAL BEHAVIOR	27	7.7
REMEDIAL READING	21	6.0
GROSS MOTOR DEVELOPMENT	20	5.7
ATTENDING/RESPONDING	19	5.4
COMPUTATION	19	5.4
INTERPERSONAL RELATIONS	19	5.4
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	18	5.1
LIFE-LONG LEISURE SKILLS	18	5.1
SENSORY MOTOR INTEGRATION	16	4.6
PROBLEM SOLVING/MATHEMATICS APPLICATION	16	4.6
DRESSING, GROOMING AND PERSONAL HYGIENE	16	4.6
USE OF COMMUNICATION BOARD	15	4.3

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CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	350	45.9
TOTAL RESPONSES TO THIS AGE CATEGORY	853	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	0	0.0
9 TO 11	0	0.0
12 TO 14	285	33.4
15 TO 17	203	23.8
18 AND OVER	99	11.6
11 AND YOUNGER	0	0.0
12 AND OLDER	266	31.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	56	6.6
PRE-SCHOOL, AGES 3-4	44	5.2
PRIMARY, GRADES K-3	129	15.1
INTERMEDIATE, GRADES 4-6	161	18.9
JUNIOR HIGH, GRADES 7-9	138	16.2
HIGH SCHOOL, GRADES 10-12	106	12.4
INTERMEDIATE AND BELOW	64	7.5
JUNIOR AND SENIOR HIGH	152	17.8
INVALID OR NO RESPONSE	3	0.4

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	540	63.3
STUDENT RESPONDS PRIMARILY BY WRITING	135	15.8
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	89	10.4
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	60	7.0
STUDENT RESPONDS PRIMARILY BY TYPING	14	1.6
INVALID OR NO RESPONSE	15	1.8

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	350	45.9
TOTAL RESPONSES TO THIS AGE CATEGORY	853	

Q1 APPROXIMATELY HOW MANY STUDENTS IN THIS AGE CATEGORY WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	84	9.8
3 TO 5	138	16.2
6 TO 10	243	28.5
11 TO 15	141	16.5
16 OR MORE	214	25.1
INVALID OR NO RESPONSE	33	3.9

APPROXIMATE NUMBER OF STUDENTS OF THIS AGE WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 6931 AND 10753 MIDPOINT 8842

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	544	63.8
WORKBOOKS, WORKTEXTS	378	44.3
GAMES, TOYS, PUZZLES	293	34.3
MAPS, CHARTS, PICTURES, FLASHCARDS	288	33.8
FILMSTRIPS, SLIDES	286	33.5
FILMS, FILMLOOPS	269	31.5
MANIPULATIVE OBJECTS AND TOOLS	240	28.1
CASSETTE AND REEL-TO-REEL TAPES	225	26.4
MAGAZINES, SPECIALIZED COMIC BOOKS	224	26.3
RECORDS	214	25.1
SOUND FILMSTRIPS, SOUND SLIDES	196	23.0
PROGRAMMED, SELF-INSTR. MATERIALS	168	19.7
MULTIMEDIA KITS	146	17.1
MODELS	109	12.8
AUDIO FLASHCARDS	101	11.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	100	11.7
FLANNEL BOARD MATERIALS	100	11.7
VIDEOTAPES, CLOSED-CIRCUIT TV	57	6.7
COMPUTER-ASSISTED INSTR. MATERIALS	32	3.8

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	424	49.7
PROGRAMMED, SELF-INSTR. MATERIALS	396	46.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	358	42.0
MAGAZINES, SPECIALIZED COMIC BOOKS	356	41.7
MULTIMEDIA KITS	337	39.5
FILMS, FILMLOOPS	322	37.7
SOUND FILMSTRIPS, SOUND SLIDES	293	34.3
CASSETTE AND REEL-TO-REEL TAPES	292	34.2
MANIPULATIVE OBJECTS AND TOOLS	288	33.8
FILMSTRIPS, SLIDES	283	33.2
VIDEOTAPES, CLOSED-CIRCUIT TV	268	31.4
GAMES, TOYS, PUZZLES	255	29.9
RECORDS	228	26.7
COMPUTER-ASSISTED INSTR. MATERIALS	222	26.0
MAPS, CHARTS, PICTURES, FLASHCARDS	207	24.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	203	23.8
MODELS	188	22.0
AUDIO FLASHCARDS	178	20.9
FLANNEL BOARD MATERIALS	124	14.5

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	350	45.9
TOTAL RESPONSES TO THIS AGE CATEGORY	853	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	315	36.9
AVAILABLE MATERIALS TOO COSTLY	155	18.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	102	12.0
AVAILABLE MATERIALS POOR IN QUALITY	88	10.3
INVALID OR NO RESPONSE	193	22.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	341	40.0
INTEREST LEVEL INAPPROPRIATE	318	37.3
NOT ENOUGH REPETITION, REINFORCEMENT	258	30.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	235	27.5
NOT RELEVANT TO MY CURRICULUM	181	21.2
CONCEPT LEVEL INAPPROPRIATE	167	19.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	125	14.7
POOR SEQUENCING OF LEARNING COMPONENTS	96	11.3
LANGUAGE LEVEL NOT UNIFORM	64	7.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	53	6.2
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	346	40.6
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	293	34.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	229	26.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	219	25.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	199	23.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	146	17.1
NO ADAPTIVE EQUIPMENT AVAILABLE	128	15.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	127	14.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	118	13.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	112	13.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	82	9.6
INADEQUATE TEACHER DIRECTIONS	54	6.3
REQUIRES TOO MUCH TEACHER TRAINING	36	4.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	224	26.3
DIFFICULT TO OPERATE AND/OR USE	90	10.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	88	10.3
POOR DURABILITY	67	7.9
DIFFICULT TO STORE/NOT PORTABLE	52	6.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	41	4.8
POOR AUDIO QUALITY	34	4.0
INADEQUATE HEALTH AND SAFETY FEATURES	17	2.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 5: TEACHERS OF THE PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

SUBSECTION J. CURRICULUM AREA ANALYSES FOR PRIMARY COMMUNICATION MODE OF STUDENT

SUBSECTION J PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR PHYSICALLY/ORTHOPEDICALLY HANDICAPPED STUDENTS WITH DIFFERENT PRIMARY MODES OF COMMUNICATION. THESE FIVE COMMUNICATION MODES, CONTAINED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION, WERE:

STUDENT RESPONDS PRIMARILY BY TALKING
STUDENT RESPONDS PRIMARILY BY WRITING
STUDENT RESPONDS PRIMARILY BY TYPING
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING

THESE FIVE COMMUNICATION MODES ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE COMMUNICATION MODE IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS RESPONDING PRIMARILY THROUGH THIS COMMUNICATION MODE APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS COMMUNICATION MODE. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE COMMUNICATION MODES CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN COMMUNICATION MODE, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS COMMUNICATION MODE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE OTHER CHARACTERISTICS (CHRONOLOGICAL AGE AND FUNCTIONAL LEVEL) FOR STUDENTS RESPONDING PRIMARILY THROUGH THIS COMMUNICATION MODE. PAGES 2-3 CONTAIN THE RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR STUDENTS RESPONDING PRIMARILY THROUGH THIS COMMUNICATION MODE. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS COMMUNICATION MODE.

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*A GIVEN RESPONDENT MAY HAVE CHOSEN THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS RESPONDING PRIMARILY THROUGH THE SAME COMMUNICATION MODE--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED GROUP OF STUDENTS.

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY TALKING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	559	73.3
TOTAL RESPONSES TO THIS COMMUNICATION MODE	1336	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
SELF-ACCEPTANCE	74	13.2
READING COMPREHENSION	53	9.5
APPROPRIATE SOCIAL BEHAVIOR	52	9.3
JOB PREPARATION/SKILLS DEVELOPMENT	52	9.3
SENSORY MOTOR INTEGRATION	51	9.1
ATTENDING/RESPONDING	50	8.9
CONCEPT DEVELOPMENT/GENERALIZATION	49	8.8
READING READINESS SKILLS	48	8.6
REASONING/DECISION MAKING SKILLS	45	8.1
GROSS MOTOR DEVELOPMENT	42	7.5
FINE MOTOR DEVELOPMENT	36	6.4
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	36	6.4
LISTENING SKILLS	31	5.5
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	31	5.5
WORD ATTACK SKILLS	30	5.4
REMEDIAL READING	30	5.4
AMBULATION (WALKING, CRAWLING--WITH/WITHOUT DEVICES)	29	5.2
INTERPERSONAL RELATIONS	27	4.8
SELF-EXPRESSION	26	4.7

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ANALYSIS OF MECIA ANC MATERIALS PRIORITY NEEDS

PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY TALKING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	559	73.3
TOTAL RESPONSES TO THIS COMMUNICATION MODE	1336	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	97	7.3
5 TO 8	334	25.0
9 TO 11	261	19.5
12 TO 14	178	13.3
15 TO 17	144	10.8
18 AND OVER	46	3.4
11 AND YOUNGER	94	7.0
12 AND OLDER	172	12.9
INVALID OR NO RESPONSE	10	0.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	26	1.9
PRE-SCHOOL, AGES 3-4	168	12.6
PRIMARY, GRADES K-3	553	41.4
INTERMEDIATE, GRADES 4-6	195	14.6
JUNIOR HIGH, GRADES 7-9	86	6.4
HIGH SCHOOL, GRADES 10-12	81	6.1
INTERMEDIATE AND BELOW	107	8.0
JUNIOR AND SENIOR HIGH	113	8.5
INVALID OR NO RESPONSE	7	0.5

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY TALKING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	559	73.3
TOTAL RESPONSES TO THIS COMMUNICATION MODE	1336	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	125	9.4
3 TO 5	261	19.5
6 TO 10	442	33.1
11 TO 15	209	15.6
16 OR MORE	253	18.9
INVALID OR NO RESPONSE	46	3.4

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 9907 AND 15435 MIDPOINT 12671

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	775	58.0
GAMES, TOYS, PUZZLES	629	47.1
WORKBOOKS, WORKTEXTS	586	43.9
MANIPULATIVE OBJECTS AND TOOLS	516	38.6
MAPS, CHARTS, PICTURES, FLASHCARDS	470	35.2
FILMSTRIPS, SLIDES	457	34.2
RECORDS	431	32.3
CASSETTE AND REEL-TO-REEL TAPES	409	30.6
FILMS, FILMLOOPS	399	29.9
FLANNEL BOARD MATERIALS	307	23.0
SOUND FILMSTRIPS, SOUND SLIDES	293	21.9
MAGAZINES, SPECIALIZED COMIC BOOKS	278	20.8
PROGRAMMED, SELF-INSTR. MATERIALS	229	17.1
MULTIMEDIA KITS	226	16.9
MODELS	202	15.1
AUDIO FLASHCARDS	176	13.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	131	9.8
VIDEOTAPES, CLOSED-CIRCUIT TV	84	6.3
COMPUTER-ASSISTED INSTR. MATERIALS	33	2.5

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	627	46.9
PROGRAMMED, SELF-INSTR. MATERIALS	556	41.6
MANIPULATIVE OBJECTS AND TOOLS	534	40.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	522	39.1
GAMES, TOYS, PUZZLES	518	38.8
MULTIMEDIA KITS	514	38.5
MAGAZINES, SPECIALIZED COMIC BOOKS	475	35.6
FILMS, FILMLOOPS	460	34.4
SOUND FILMSTRIPS, SOUND SLIDES	446	33.4
FILMSTRIPS, SLIDES	424	31.7
CASSETTE AND REEL-TO-REEL TAPES	416	31.1
RECORDS	381	28.5
VIDEOTAPES, CLOSED-CIRCUIT TV	378	28.3
MAPS, CHARTS, PICTURES, FLASHCARDS	332	24.9
COMPUTER-ASSISTED INSTR. MATERIALS	304	22.8
AUDIO FLASHCARDS	299	22.4
MODELS	290	21.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	285	21.3
FLANNEL BOARD MATERIALS	272	20.4

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY TALKING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	559	73.3
TOTAL RESPONSES TO THIS COMMUNICATION MODE	1336	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	507	37.9
AVAILABLE MATERIALS TOO COSTLY	277	20.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	159	11.9
AVAILABLE MATERIALS POOR IN QUALITY	106	7.9
INVALID OR NO RESPONSE	287	21.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	486	36.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	463	34.7
INTEREST LEVEL INAPPROPRIATE	443	33.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	361	27.0
NOT RELEVANT TO MY CURRICULUM	275	20.6
CONCEPT LEVEL INAPPROPRIATE	260	19.5
POOR SEQUENCING OF LEARNING COMPONENTS	193	14.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	183	13.7
LANGUAGE LEVEL NOT UNIFORM	118	8.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	73	5.5
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	562	42.1
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	505	37.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	352	26.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	328	24.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	312	23.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	232	17.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	229	17.1
NO ADAPTIVE EQUIPMENT AVAILABLE	229	17.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	183	13.7
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	163	12.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	139	10.4
INADEQUATE TEACHER DIRECTIONS	86	6.4
REQUIRES TOO MUCH TEACHER TRAINING	53	4.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	349	26.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	182	13.6
POOR DURABILITY	145	10.9
DIFFICULT TO OPERATE AND/OR USE	126	9.4
DIFFICULT TO STORE/NOT PORTABLE	87	6.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	70	5.2
POOR AUDIO QUALITY	67	5.0
INADEQUATE HEALTH AND SAFETY FEATURES	29	2.2

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY WRITING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	158	20.7
TOTAL RESPONSES TO THIS COMMUNICATION MODE	296	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
COMPUTATION	36	22.8
READING COMPREHENSION	24	15.2
WORD ATTACK SKILLS	17	10.8
SELF-ACCEPTANCE	16	10.1
PROBLEM SOLVING/MATHEMATICS APPLICATION	13	8.2
VISUAL PERCEPTION	12	7.6
REMEDIAL READING	11	7.0
GRAMMAR	10	6.3
FINE MOTOR DEVELOPMENT	9	5.7
REASONING/DECISION MAKING SKILLS	8	5.1
STUDY AND REFERENCE SKILLS	8	5.1
COMPOSITION	7	4.4
MEASUREMENT, TIME, MONEY	7	4.4
JOB PREPARATION/SKILLS DEVELOPMENT	7	4.4
CONCEPT DEVELOPMENT/GENERALIZATION	6	3.8
READING VOCABULARY DEVELOPMENT	6	3.8
DECIMALS, PERCENTAGE, RATIO, FRACTIONS	6	3.8
CREATIVE WRITING	5	3.2
READING READINESS SKILLS	5	3.2

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY WRITING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	158	20.7
TOTAL RESPONSES TO THIS COMMUNICATION MODE	296	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	62	20.9
9 TO 11	77	26.0
12 TO 14	70	23.6
15 TO 17	27	9.1
18 AND OVER	5	1.7
11 AND YOUNGER	18	6.1
12 AND OLDER	33	11.1
INVALID OR NO RESPONSE	4	1.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ	PCT
INFANT, AGE 2 AND UNDER	4	1.4
PRE-SCHOOL, AGES 3-4	3	1.0
PRIMARY, GRADES K-3	116	39.2
INTERMEDIATE, GRADES 4-6	59	19.9
JUNIOR HIGH, GRADES 7-9	49	16.6
HIGH SCHOOL, GRADES 10-12	16	5.4
INTERMEDIATE AND BELOW	26	8.8
JUNIOR AND SENIOR HIGH	22	7.4
INVALID OR NO RESPONSE	1	0.3

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY WRITING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	158	20.7
TOTAL RESPONSES TO THIS COMMUNICATION MODE	296	

C1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	25	8.4
3 TO 5	42	14.2
6 TO 10	98	33.1
11 TO 15	69	23.3
16 OR MORE	49	16.6
INVALID OR NO RESPONSE	13	4.4

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 2282 AND 3500 MIDPOINT 2891

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	209	70.6
WORKBOOKS, WORKTEXTS	208	70.3
GAMES, TOYS, PUZZLES	141	47.6
MAPS, CHARTS, PICTURES, FLASHCARDS	131	44.3
MANIPULATIVE OBJECTS AND TOOLS	99	33.4
PROGRAMMED, SELF-INSTR. MATERIALS	86	29.1
FILMSTRIPS, SLIDES	83	28.0
CASSETTE AND REEL-TO-REEL TAPES	81	27.4
RECORDS	76	25.7
FILMS, FILMLOOPS	68	23.0
MAGAZINES, SPECIALIZED COMIC BOOKS	61	20.6
SOUND FILMSTRIPS, SOUND SLIDES	58	19.6
FLANNEL BOARD MATERIALS	55	18.6
MULTIMEDIA KITS	54	18.2
AUDIO FLASHCARDS	45	15.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	37	12.5
MODELS	34	11.5
VIDEOTAPES, CLOSED-CIRCUIT TV	15	5.1
COMPUTER-ASSISTED INSTR. MATERIALS	13	4.4

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	142	48.0
PROGRAMMED, SELF-INSTR. MATERIALS	138	46.6
MAGAZINES, SPECIALIZED COMIC BOOKS	108	36.5
MULTIMEDIA KITS	107	36.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	93	31.4
GAMES, TOYS, PUZZLES	88	29.7
CASSETTE AND REEL-TO-REEL TAPES	87	29.4
SOUND FILMSTRIPS, SOUND SLIDES	78	26.4
FILMS, FILMLOOPS	77	26.0
MANIPULATIVE OBJECTS AND TOOLS	76	25.7
FILMSTRIPS, SLIDES	67	22.6
AUDIO FLASHCARDS	63	21.3
RECORDS	63	21.3
COMPUTER-ASSISTED INSTR. MATERIALS	62	20.9
MAPS, CHARTS, PICTURES, FLASHCARDS	58	19.6
VIDEOTAPES, CLOSED-CIRCUIT TV	50	16.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	46	15.5
FLANNEL BOARD MATERIALS	37	12.5
MODELS	37	12.5

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY WRITING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	158	20.7
TOTAL RESPONSES TO THIS COMMUNICATION MODE	296	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	105	35.5
AVAILABLE MATERIALS TOO COSTLY	81	27.4
AVAILABLE MATERIALS POOR IN QUALITY	24	8.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	23	7.8
INVALID OR NO RESPONSE	63	21.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	148	50.0
INTEREST LEVEL INAPPROPRIATE	95	32.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	91	30.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	58	19.6
POOR SEQUENCING OF LEARNING COMPONENTS	57	19.3
CONCEPT LEVEL INAPPROPRIATE	48	16.2
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	46	15.5
NOT RELEVANT TO MY CURRICULUM	35	11.8
LANGUAGE LEVEL NOT UNIFORM	22	7.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	22	7.4
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	119	40.2
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	100	33.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	93	31.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	90	30.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	80	27.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	56	18.9
NO ADAPTIVE EQUIPMENT AVAILABLE	54	18.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	46	15.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	42	14.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	34	11.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	31	10.5
INADEQUATE TEACHER DIRECTIONS	19	6.4
REQUIRES TOO MUCH TEACHER TRAINING	10	3.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	88	29.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	34	11.5
POOR DURABILITY	30	10.1
DIFFICULT TO OPERATE AND/OR USE	16	5.4
DIFFICULT TO STORE/NOT PORTABLE	15	5.1
POOR AUDIO QUALITY	12	4.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	9	3.0
INADEQUATE HEALTH AND SAFETY FEATURES	5	1.7

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY TYPING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	24	3.1
TOTAL RESPONSES TO THIS COMMUNICATION MODE	29	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
TYPING	6	25.0
SELF-ACCEPTANCE	3	12.5
JOB PREPARATION/SKILLS DEVELOPMENT	3	12.5
SPELLING	2	8.3
COMPUTATION	2	8.3

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY TYPING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	24	3.1
TOTAL RESPONSES TO THIS COMMUNICATION MODE	29	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	5	17.2
9 TO 11	8	27.6
12 TO 14	4	13.8
15 TO 17	3	10.3
18 AND OVER	2	6.9
11 AND YOUNGER	2	6.9
12 AND OLDER	5	17.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	1	3.4
PRIMARY, GRADES K-3	14	48.3
INTERMEDIATE, GRADES 4-6	5	17.2
JUNIOR HIGH, GRADES 7-9	2	6.9
HIGH SCHOOL, GRADES 10-12	1	3.4
INTERMEDIATE AND BELOW	3	10.3
JUNIOR AND SENIOR HIGH	3	10.3
INVALID OR NO RESPONSE	0	0.0

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY TYPING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	24	3.1
TOTAL RESPONSES TO THIS COMMUNICATION MODE	29	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	5	17.2
3 TO 5	7	24.1
6 TO 10	7	24.1
11 TO 15	0	0.0
16 OR MORE	6	20.7
INVALID OR NO RESPONSE	4	13.8

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 164 AND 265 MIDPOINT 215

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	16	55.2
WORKBOOKS, WORKTEXTS	14	48.3
MAPS, CHARTS, PICTURES, FLASHCARDS	11	37.9
GAMES, TOYS, PUZZLES	11	37.9
MAGAZINES, SPECIALIZED COMIC BOOKS	10	34.5
MANIPULATIVE OBJECTS AND TOOLS	9	31.0
FILMS, FILMLOOPS	8	27.6
CASSETTE AND REEL-TO-REEL TAPES	7	24.1
FILMSTRIPS, SLIDES	6	20.7
SOUND FILMSTRIPS, SOUND SLIDES	5	17.2
AUDIO FLASHCARDS	5	17.2
PROGRAMMED, SELF-INSTR. MATERIALS	5	17.2
RECORDS	4	13.8
MODELS	4	13.8
VIDEOTAPES, CLOSED-CIRCUIT TV	3	10.3
COMPUTER-ASSISTED INSTR. MATERIALS	3	10.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	2	6.9
MULTIMEDIA KITS	2	6.9
FLANNEL BOARD MATERIALS	1	3.4

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	15	51.7
WORKBOOKS, WORKTEXTS	14	48.3
MANIPULATIVE OBJECTS AND TOOLS	12	41.4
PROGRAMMED, SELF-INSTR. MATERIALS	12	41.4
MAGAZINES, SPECIALIZED COMIC BOOKS	11	37.9
MULTIMEDIA KITS	10	34.5
RECORDS	8	27.6
CASSETTE AND REEL-TO-REEL TAPES	8	27.6
GAMES, TOYS, PUZZLES	8	27.6
FILMSTRIPS, SLIDES	7	24.1
FILMS, FILMLOOPS	6	20.7
MODELS	6	20.7
COMPUTER-ASSISTED INSTR. MATERIALS	6	20.7
SOUND FILMSTRIPS, SOUND SLIDES	5	17.2
AUDIO FLASHCARDS	5	17.2
MAPS, CHARTS, PICTURES, FLASHCARDS	4	13.8
FLANNEL BOARD MATERIALS	3	10.3
VIDEOTAPES, CLOSED-CIRCUIT TV	3	10.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	2	6.9

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY TYPING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	24	3.1
TOTAL RESPONSES TO THIS COMMUNICATION MODE	29	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
AVAILABLE MATERIALS POOR IN QUALITY	7	24.1
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	7	24.1
AVAILABLE MATERIALS TOO COSTLY	5	17.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	3	10.3
INVALID OR NO RESPONSE	7	24.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	12	41.4
INTEREST LEVEL INAPPROPRIATE	11	37.9
NOT ENOUGH REPETITION, REINFORCEMENT	10	34.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	7	24.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	6	20.7
POOR SEQUENCING OF LEARNING COMPONENTS	5	17.2
LANGUAGE LEVEL NOT UNIFORM	3	10.3
NOT RELEVANT TO MY CURRICULUM	2	6.9
CONCEPT LEVEL INAPPROPRIATE	2	6.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	1	3.4
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	11	37.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	11	37.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	7	24.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	6	20.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	6	20.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	6	20.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	3	10.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	3	10.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	3	10.3
REQUIRES TOO MUCH TEACHER TRAINING	2	6.9
NO ADAPTIVE EQUIPMENT AVAILABLE	2	6.9
INADEQUATE TEACHER DIRECTIONS	1	3.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	1	3.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	12	41.4
DIFFICULT TO OPERATE AND/OR USE	5	17.2
DIFFICULT TO STORE/NOT PORTABLE	4	13.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	3	10.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	10.3
POOR AUDIO QUALITY	2	6.9
POOR DURABILITY	1	3.4
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

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ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	89	11.7
TOTAL RESPONSES TO THIS COMMUNICATION MODE	134	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
USE OF COMMUNICATION BOARD	28	31.5
FEEDING AND EATING	7	7.9
MANIPULATION (ADAPTIVE AND/OR WITH PROSTHETIC DEVICES)	5	5.6
READING COMPREHENSION	5	5.6
TOILETING	5	5.6
CONCEPT DEVELOPMENT/GENERALIZATION	4	4.5
READING VOCABULARY DEVELOPMENT	4	4.5
LIFE-LONG LEISURE SKILLS	4	4.5
APPROPRIATE SOCIAL BEHAVIOR	4	4.5
HUMAN SEXUALITY (SEX EDUCATION)	4	4.5
VISUAL PERCEPTION	3	3.4
GROSS MOTOR DEVELOPMENT	3	3.4
AMBULATION (WALKING, CRAWLING--WITH/WITHOUT DEVICES)	3	3.4
WORD ATTACK SKILLS	3	3.4
READING APPRECIATION/RECREATIONAL READING	3	3.4
SELF-ACCEPTANCE	3	3.4
SELF-EXPRESSION	3	3.4
JOB PREPARATION/SKILLS DEVELOPMENT	3	3.4

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	89	11.7
TOTAL RESPONSES TO THIS COMMUNICATION MODE	134	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	2	1.5
5 TO 8	31	23.1
9 TO 11	33	24.6
12 TO 14	12	9.0
15 TO 17	14	10.4
18 AND OVER	13	9.7
11 AND YOUNGER	8	6.0
12 AND OLDER	21	15.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	8	6.0
PRE-SCHOOL, AGES 3-4	15	11.2
PRIMARY, GRADES K-3	63	47.0
INTERMEDIATE, GRADES 4-6	14	10.4
JUNIOR HIGH, GRADES 7-9	8	6.0
HIGH SCHOOL, GRADES 10-12	5	3.7
INTERMEDIATE AND BELOW	10	7.5
JUNIOR AND SENIOR HIGH	11	8.2
INVALID OR NO RESPONSE	0	0.0

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	89	11.7
TOTAL RESPONSES TO THIS COMMUNICATION MODE	134	

C1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	33	24.6
3 TO 5	31	23.1
6 TO 10	26	19.4
11 TO 15	17	12.7
16 OR MORE	18	13.4
INVALID OR NO RESPONSE	9	6.7

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 757 AND 1186 MIDPOINT 972

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	53	39.6
MANIPULATIVE OBJECTS AND TOOLS	50	37.3
GAMES, TOYS, PUZZLES	43	32.1
MAPS, CHARTS, PICTURES, FLASHCARDS	42	31.3
FILMS, FILMLOOPS	38	28.4
WORKBOOKS, WORKTEXTS	37	27.6
FILMSTRIPS, SLIDES	33	24.6
RECORDS	33	24.6
CASSETTE AND REEL-TO-REEL TAPES	28	20.9
SOUND FILMSTRIPS, SOUND SLIDES	26	19.4
MAGAZINES, SPECIALIZED COMIC BOOKS	23	17.2
MODELS	21	15.7
MULTIMEDIA KITS	21	15.7
FLANNEL BOARD MATERIALS	20	14.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	18	13.4
AUDIO FLASHCARDS	15	11.2
PROGRAMMED, SELF-INSTR. MATERIALS	14	10.4
VIDEOTAPES, CLOSED-CIRCUIT TV	10	7.5
COMPUTER-ASSISTED INSTR. MATERIALS	3	2.2

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	60	44.8
MANIPULATIVE OBJECTS AND TOOLS	59	44.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	57	42.5
PROGRAMMED, SELF-INSTR. MATERIALS	54	40.3
MULTIMEDIA KITS	48	35.8
CASSETTE AND REEL-TO-REEL TAPES	46	34.3
MAGAZINES, SPECIALIZED COMIC BOOKS	43	32.1
FILMSTRIPS, SLIDES	43	32.1
GAMES, TOYS, PUZZLES	42	31.3
FILMS, FILMLOOPS	41	30.6
COMPUTER-ASSISTED INSTR. MATERIALS	41	30.6
AUDIO FLASHCARDS	38	28.4
MAPS, CHARTS, PICTURES, FLASHCARDS	38	28.4
RECORDS	36	26.9
VIDEOTAPES, CLOSED-CIRCUIT TV	36	26.9
SOUND FILMSTRIPS, SOUND SLIDES	35	26.1
MODELS	34	25.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	29	21.6
FLANNEL BOARD MATERIALS	24	17.9

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	89	11.7
TOTAL RESPONSES TO THIS COMMUNICATION MODE	134	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	53	39.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	26	19.4
AVAILABLE MATERIALS TOO COSTLY	24	17.9
AVAILABLE MATERIALS POOR IN QUALITY	14	10.4
INVALID OR NO RESPONSE	17	12.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	40	29.9
NOT ENOUGH REPETITION, REINFORCEMENT	34	25.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	29	21.6
INTEREST LEVEL INAPPROPRIATE	25	18.7
CONCEPT LEVEL INAPPROPRIATE	23	17.2
POOR SEQUENCING OF LEARNING COMPONENTS	16	11.9
NOT RELEVANT TO MY CURRICULUM	11	8.2
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	11	8.2
LANGUAGE LEVEL NOT UNIFORM	10	7.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	10	7.5
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	59	44.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	53	39.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	42	31.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	35	26.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	31	23.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	30	22.4
NO ADAPTIVE EQUIPMENT AVAILABLE	29	21.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	25	18.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	20	14.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	18	13.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	16	11.9
INADEQUATE TEACHER DIRECTIONS	11	8.2
REQUIRES TOO MUCH TEACHER TRAINING	8	6.0
PHYSICAL PROPERTIES		
DIFFICULT TO OPERATE AND/OR USE	34	25.4
LOW CHILD APPEAL	20	14.9
POOR DURABILITY	20	14.9
DIFFICULT TO STORE/NOT PORTABLE	17	12.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	14	10.4
POOR AUDIO QUALITY	9	6.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	8	6.0
INADEQUATE HEALTH AND SAFETY FEATURES	8	6.0

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	163	21.4
TOTAL RESPONSES TO THIS COMMUNICATION MODE	336	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
GROSS MOTOR DEVELOPMENT	39	23.9
ATTENDING/RESPONDING	38	23.3
FEEDING AND EATING	30	18.4
SENSORY MOTOR INTEGRATION	28	17.2
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	21	12.9
AMBULATION (WALKING, CRAWLING--WITH/WITHOUT DEVICES)	20	12.3
TOILETING	15	9.2
FINE MOTOR DEVELOPMENT	13	8.0
GESTURING/BODY LANGUAGE	13	8.0
DRESSING, GROOMING AND PERSONAL HYGIENE	12	7.4
SIGNING/FINGER SPELLING	11	6.7
USE OF COMMUNICATION BOARD	10	6.1
BODY AWARENESS	9	5.5
AUDITORY PERCEPTION	6	3.7
PRODUCTION OF WORDS	6	3.7
ORAL COMPREHENSION	4	2.5
SELF-IDENTIFICATION	4	2.5
SELF-ACCEPTANCE	4	2.5

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	163	21.4
TOTAL RESPONSES TO THIS COMMUNICATION MODE	336	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	58	17.3
5 TO 8	84	25.0
9 TO 11	54	16.1
12 TO 14	21	6.3
15 TO 17	10	3.0
18 AND OVER	32	9.5
11 AND YOUNGER	50	14.9
12 AND OLDER	26	7.7
INVALID OR NO RESPONSE	1	0.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	193	57.4
PRE-SCHOOL, AGES 3-4	74	22.0
PRIMARY, GRADES K-3	40	11.9
INTERMEDIATE, GRADES 4-6	6	1.8
JUNIOR HIGH, GRADES 7-9	2	0.6
HIGH SCHOOL, GRADES 10-12	1	0.3
INTERMEDIATE AND BELOW	17	5.1
JUNIOR AND SENIOR HIGH	1	0.3
INVALID OR NO RESPONSE	2	0.6

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	163	21.4
TOTAL RESPONSES TO THIS COMMUNICATION MODE	336	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	48	14.3
3 TO 5	66	19.6
6 TO 10	114	33.9
11 TO 15	25	7.4
16 OR MORE	71	21.1
INVALID OR NO RESPONSE	12	3.6

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 2341 AND 3716 MIDPOINT 3029

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	198	58.9
GAMES, TOYS, PUZZLES	177	52.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	141	42.0
RECORDS	105	31.3
FLANNEL BOARD MATERIALS	74	22.0
MAPS, CHARTS, PICTURES, FLASHCARDS	66	19.6
CASSETTE AND REEL-TO-REEL TAPES	65	19.3
FILMS, FILMLOOPS	50	14.9
FILMSTRIPS, SLIDES	46	13.7
SOUND FILMSTRIPS, SOUND SLIDES	46	13.7
MODELS	45	13.4
MULTIMEDIA KITS	45	13.4
WORKBOOKS, WORKTEXTS	43	12.8
VIDEOTAPES, CLOSED-CIRCUIT TV	38	11.3
MAGAZINES, SPECIALIZED COMIC BOOKS	35	10.4
PROGRAMMED, SELF-INSTR. MATERIALS	35	10.4
AUDIO FLASHCARDS	33	9.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	16	4.8
COMPUTER-ASSISTED INSTR. MATERIALS	14	4.2

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	155	46.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	143	42.6
GAMES, TOYS, PUZZLES	132	39.3
VIDEOTAPES, CLOSED-CIRCUIT TV	90	26.8
SOUND FILMSTRIPS, SOUND SLIDES	87	25.9
FILMS, FILMLOOPS	86	25.6
RECORDS	84	25.0
MULTIMEDIA KITS	83	24.7
CASSETTE AND REEL-TO-REEL TAPES	79	23.5
FILMSTRIPS, SLIDES	78	23.2
WORKBOOKS, WORKTEXTS	76	22.6
MAGAZINES, SPECIALIZED COMIC BOOKS	71	21.1
PROGRAMMED, SELF-INSTR. MATERIALS	69	20.5
FLANNEL BOARD MATERIALS	62	18.5
MODELS	62	18.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	60	17.9
MAPS, CHARTS, PICTURES, FLASHCARDS	60	17.9
AUDIO FLASHCARDS	59	17.6
COMPUTER-ASSISTED INSTR. MATERIALS	54	16.1

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PRIORITIZED MODE OF COMMUNICATION:
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS COMMUNICATION MODE	163	21.4
TOTAL RESPONSES TO THIS COMMUNICATION MODE	336	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	116	34.5
AVAILABLE MATERIALS TOO COSTLY	60	17.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	53	15.8
AVAILABLE MATERIALS POOR IN QUALITY	42	12.5
INVALID OR NO RESPONSE	65	19.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
NOT RELEVANT TO MY CURRICULUM	129	38.4
INTEREST LEVEL INAPPROPRIATE	91	27.1
CONCEPT LEVEL INAPPROPRIATE	84	25.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	72	21.4
NOT ENOUGH REPETITION, REINFORCEMENT	71	21.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	51	15.2
POOR SEQUENCING OF LEARNING COMPONENTS	35	10.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	16	4.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	14	4.2
LANGUAGE LEVEL NOT UNIFORM	10	3.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	141	42.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	85	25.3
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	83	24.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	64	19.0
NO ADAPTIVE EQUIPMENT AVAILABLE	61	18.2
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	58	17.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	57	17.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	48	14.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	43	12.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	34	10.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	27	8.0
REQUIRES TOO MUCH TEACHER TRAINING	22	6.5
INADEQUATE TEACHER DIRECTIONS	11	3.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	55	16.4
POOR DURABILITY	46	13.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	35	10.4
DIFFICULT TO OPERATE AND/OR USE	27	8.0
DIFFICULT TO STORE/NOT PORTABLE	25	7.4
POOR AUDIO QUALITY	24	7.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	20	6.0
INADEQUATE HEALTH AND SAFETY FEATURES	11	3.3

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RESPONDENT POPULATION 5: TEACHERS OF THE PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

SUBSECTION K. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (L), "PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE THAT HE IS EMPLOYED BY EITHER THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT EITHER A REGULAR SCHOOL OR A NONRESIDENTIAL SPECIAL EDUCATION SCHOOL (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

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Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	21	3.9	51	9.5	97	18.1
BACHELOR'S DEGREE	94	17.6	117	21.9	76	14.2
WORK BEYOND THE B.A.	179	33.5	123	23.0	50	9.3
MASTER'S DEGREE	89	16.6	52	9.7	9	1.7
WORK BEYOND THE M.A.	107	20.0	44	8.2	10	1.9
PH.D., ED.D.	0	0.0	2	0.4	0	0.0
NONE	4	0.7	20	3.7	81	15.1
INVALID OR NO RESPONSE	41	7.7	126	23.6	212	39.6

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	41	7.7	89	16.6
1 TO 3 YEARS	136	25.4	117	21.9
4 TO 7 YEARS	180	33.6	52	9.7
8 TO 15 YEARS	130	24.3	33	6.2
16 OR MORE YEARS	44	8.2	22	4.1
NONE	2	0.4	63	11.8
INVALID OR NO RESPONSE	2	0.4	159	29.7

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Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- ALL SUBJECTS	312	58.3
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	65	12.1
RESOURCE ROOM TEACHER	40	7.5
CLINICIAN/THERAPIST/PATHOLOGIST	36	6.7
REGULAR CLASSROOM TEACHER	13	2.4
ITINERANT TEACHER	12	2.2
ITINERANT RESOURCE PERSON	7	1.3
DIAGNOSTIC/PRESCRIPTIVE TEACHER	7	1.3
HOME/HOSPITAL-BOUND TEACHER	5	0.9
MEDIA SPECIALIST OR LIBRARIAN	3	0.6
OTHER	25	4.7
INVALID OR NO RESPONSE	10	1.9

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
10 TO 19	199	37.2
5 TO 9	180	33.6
40 OR MORE	63	11.8
20 TO 29	46	8.6
4 OR FEWER	30	5.6
30 TO 39	16	3.0
INVALID OR NO RESPONSE	1	0.2

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	250	46.7
WITH INDIVIDUAL STUDENTS	213	39.8
WITH LARGER GROUPS (7 OR MORE STUDENTS)	68	12.7
INVALID OR NO RESPONSE	4	0.7

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Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
5 TO 8	114	21.3
ALL AGES	105	19.6
9 TO 11	69	12.9
12 AND OLDER	63	11.8
12 TO 14	58	10.8
11 AND YOUNGER	45	8.4
4 AND YOUNGER	38	7.1
15 TO 17	29	5.4
18 AND OLDER	10	1.9
INVALID OR NO RESPONSE	4	0.7

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	515	96.3
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	20	3.7
PRIVATE OR NONPUBLIC AGENCY	0	0.0
OTHER AGENCY	0	0.0
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	297	55.5
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	238	44.5
SPECIAL EDUCATION RESIDENTIAL SCHOOL	0	0.0
DEVELOPMENTAL CENTER	0	0.0
CLINIC OR REHABILITATION AGENCY	0	0.0
HOSPITAL	0	0.0
OTHER FACILITY	0	0.0
INVALID OR NO RESPONSE	0	0.0

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Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
100 TO 249	135	25.2
250 TO 499	115	21.5
LESS THAN 100	114	21.3
500 TO 999	88	16.4
1,000 OR MORE	52	9.7
NOT APPLICABLE	23	4.3
INVALID OR NO RESPONSE	8	1.5

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
MEDIUM-SIZE CITY (100,000 -- 500,000)	123	23.0
LARGE CITY (500,000 OR LARGER)	114	21.3
SMALL CITY (25,000 -- 100,000)	101	18.9
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	78	14.6
TOWN (25,000 OR UNDER)	67	12.5
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	30	5.6
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	20	3.7
INVALID OR NO RESPONSE	2	0.4

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SUBSECTION L. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

SUBSECTION L PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION K.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE TEACHERS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP, INDICATED IN THE UPPER RIGHT CORNER OF THE PAGE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND PRIMARY MODE OF COMMUNICATION) APPEAR ON PAGE 1 OF THE ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

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CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
SELF-ACCEPTANCE	71	13.3
READING COMPREHENSION	70	13.1
ATTENDING/RESPONDING	59	11.0
JOB PREPARATION/SKILLS DEVELOPMENT	55	10.3
COMPUTATION	51	9.5
SENSORY MOTOR INTEGRATION	50	9.3
CONCEPT DEVELOPMENT/GENERALIZATION	50	9.3
WORD ATTACK SKILLS	49	9.2
APPROPRIATE SOCIAL BEHAVIOR	48	9.0
READING READINESS SKILLS	47	8.8
GROSS MOTOR DEVELOPMENT	46	8.6
FINE MOTOR DEVELOPMENT	43	8.0
REASONING/DECISION MAKING SKILLS	43	8.0
REMEDIAL READING	36	6.7
AMBULATION (WALKING, CRAWLING--WITH/WITHOUT DEVICES)	33	6.2
VISUAL PERCEPTION	32	6.0
USE OF COMMUNICATION BOARD	31	5.8
LISTENING SKILLS	29	5.4
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	27	5.0
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	26	4.9

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1539	95.9
TOTAL NUMBER OF RESPONSES POSSIBLE	1605	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	114	7.4
5 TO 8	423	27.5
9 TO 11	317	20.6
12 TO 14	231	15.0
15 TO 17	125	8.1
18 AND OVER	36	2.3
11 AND YOUNGER	115	7.5
12 AND OLDER	168	10.9
INVALID OR NO RESPONSE	10	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	113	7.3
PRE-SCHOOL, AGES 3-4	180	11.7
PRIMARY, GRADES K-3	606	39.4
INTERMEDIATE, GRADES 4-6	238	15.5
JUNIOR HIGH, GRADES 7-9	114	7.4
HIGH SCHOOL, GRADES 10-12	71	4.6
INTERMEDIATE AND BELOW	115	7.5
JUNIOR AND SENIOR HIGH	90	5.8
INVALID OR NO RESPONSE	12	0.8

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	1002	65.1
STUDENT RESPONDS PRIMARILY BY WRITING	226	14.7
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	177	11.5
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	88	5.7
STUDENT RESPONDS PRIMARILY BY TYPING	20	1.3
INVALID OR NO RESPONSE	26	1.7

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1539	95.9
TOTAL NUMBER OF RESPONSES POSSIBLE	1605	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	174	11.3
3 TO 5	305	19.8
6 TO 10	539	35.0
11 TO 15	217	14.1
16 OR MORE	249	16.2
INVALID OR NO RESPONSE	55	3.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 10694 AND 16743 MIDPOINT 13719

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	854	55.5
GAMES, TOYS, PUZZLES	743	48.3
WORKBOOKS, WORKTEXTS	675	43.9
MANIPULATIVE OBJECTS AND TOOLS	618	40.2
MAPS, CHARTS, PICTURES, FLASHCARDS	545	35.4
RECORDS	455	29.6
FILMSTRIPS, SLIDES	452	29.4
CASSETTE AND REEL-TO-REEL TAPES	438	28.5
FILMS, FILMLOOPS	407	26.4
FLANNEL BOARD MATERIALS	341	22.2
SOUND FILMSTRIPS, SOUND SLIDES	317	20.6
MAGAZINES, SPECIALIZED COMIC BOOKS	280	18.2
PROGRAMMED, SELF-INSTR. MATERIALS	273	17.7
MULTIMEDIA KITS	246	16.0
MODELS	205	13.3
AUDIO FLASHCARDS	203	13.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	136	8.8
VIDEOTAPES, CLOSED-CIRCUIT TV	110	7.1
COMPUTER-ASSISTED INSTR. MATERIALS	49	3.2

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	689	44.8
PROGRAMMED, SELF-INSTR. MATERIALS	651	42.3
MULTIMEDIA KITS	597	38.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	595	38.7
MANIPULATIVE OBJECTS AND TOOLS	586	38.1
GAMES, TOYS, PUZZLES	572	37.2
FILMS, FILMLOOPS	517	33.6
MAGAZINES, SPECIALIZED COMIC BOOKS	509	33.1
SOUND FILMSTRIPS, SOUND SLIDES	500	32.5
FILMSTRIPS, SLIDES	471	30.6
CASSETTE AND REEL-TO-REEL TAPES	455	29.6
VIDEOTAPES, CLOSED-CIRCUIT TV	419	27.2
RECORDS	406	26.4
MAPS, CHARTS, PICTURES, FLASHCARDS	376	24.4
COMPUTER-ASSISTED INSTR. MATERIALS	350	22.7
AUDIO FLASHCARDS	340	22.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	320	20.8
MODELS	316	20.5
FLANNEL BOARD MATERIALS	296	19.2

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1539	95.9
TOTAL NUMBER OF RESPONSES POSSIBLE	1605	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	561	36.5
AVAILABLE MATERIALS TOO COSTLY	325	21.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	180	11.7
AVAILABLE MATERIALS POOR IN QUALITY	140	9.1
INVALID OR NO RESPONSE	333	21.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	569	37.0
INTEREST LEVEL INAPPROPRIATE	489	31.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	473	30.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	397	25.8
NOT RELEVANT TO MY CURRICULUM	332	21.6
CONCEPT LEVEL INAPPROPRIATE	303	19.7
POOR SEQUENCING OF LEARNING COMPONENTS	239	15.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	187	12.2
LANGUAGE LEVEL NOT UNIFORM	129	8.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	85	5.5
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	646	42.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	555	36.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	414	26.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	388	25.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	366	23.8
NO ADAPTIVE EQUIPMENT AVAILABLE	279	18.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	276	17.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	273	17.7
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	220	14.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	205	13.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	204	13.3
INADEQUATE TEACHER DIRECTIONS	90	5.8
REQUIRES TOO MUCH TEACHER TRAINING	72	4.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	377	24.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	212	13.8
POOR DURABILITY	172	11.2
DIFFICULT TO OPERATE AND/OR USE	150	9.7
DIFFICULT TO STORE/NOT PORTABLE	108	7.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	80	5.2
POOR AUDIO QUALITY	73	4.7
INADEQUATE HEALTH AND SAFETY FEATURES	37	2.4

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SUBSECTION M. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (N), "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE EITHER

(1) THAT HE IS EMPLOYED BY THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT A SPECIAL EDUCATION RESIDENTIAL SCHOOL, DEVELOPMENTAL CENTER, CLINIC OR REHABILITATION AGENCY, HOSPITAL, OR OTHER FACILITY (QUESTION 9),

OR (2) THAT HE IS EMPLOYED BY A PRIVATE OR NONPUBLIC AGENCY OR OTHER AGENCY (QUESTION 8) REGARDLESS OF THE TYPE OF FACILITY IN WHICH HE WORKS (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

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Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	21	10.8	21	10.8	39	20.1
BACHELOR'S DEGREE	39	20.1	30	15.5	26	13.4
WORK BEYOND THE B.A.	56	28.9	43	22.2	15	7.7
MASTER'S DEGREE	24	12.4	25	12.9	5	2.6
WORK BEYOND THE M.A.	30	15.5	16	8.2	4	2.1
PH.D., ED.D.	1	0.5	0	0.0	0	0.0
NONE	5	2.6	12	6.2	21	10.8
INVALID OR NO RESPONSE	18	9.3	47	24.2	84	43.3

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	13	6.7	16	8.2
1 TO 3 YEARS	52	26.8	29	14.9
4 TO 7 YEARS	55	28.4	27	13.9
8 TO 15 YEARS	50	25.8	14	7.2
16 OR MORE YEARS	20	10.3	15	7.7
NONE	2	1.0	38	19.6
INVALID OR NO RESPONSE	2	1.0	55	28.4

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Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER — ALL SUBJECTS	65	33.5
HOME/HOSPITAL-BOUND TEACHER	34	17.5
CLINICIAN/THERAPIST/PATHOLOGIST	23	11.9
SPECIAL CLASS TEACHER — SPECIFIC SUBJECT(S)	15	7.7
REGULAR CLASSROOM TEACHER	10	5.2
DIAGNOSTIC/PRESCRIPTIVE TEACHER	8	4.1
ITINERANT TEACHER	7	3.6
RESOURCE ROOM TEACHER	4	2.1
ITINERANT RESOURCE PERSON	2	1.0
MEDIA SPECIALIST OR LIBRARIAN	0	0.0
OTHER	23	11.9
INVALID OR NO RESPONSE	3	1.5

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
5 TO 9	64	33.0
10 TO 19	58	29.9
40 OR MORE	27	13.9
20 TO 29	21	10.8
4 OR FEWER	13	6.7
30 TO 39	11	5.7
INVALID OR NO RESPONSE	0	0.0

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH INDIVIDUAL STUDENTS	119	61.3
WITH SMALL GROUPS (2 TO 6 STUDENTS)	60	30.9
WITH LARGER GROUPS (7 OR MORE STUDENTS)	13	6.7
INVALID OR NO RESPONSE	2	1.0

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Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
ALL AGES	52	26.8
12 AND OLDER	25	12.9
5 TO 8	22	11.3
11 AND YOUNGER	22	11.3
9 TO 11	18	9.3
18 AND OLDER	15	7.7
15 TO 17	14	7.2
4 AND YOUNGER	11	5.7
12 TO 14	10	5.2
INVALID OR NO RESPONSE	5	2.6

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	82	42.3
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	43	22.2
PRIVATE OR NONPUBLIC AGENCY	19	9.8
OTHER AGENCY	50	25.8
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SPECIAL EDUCATION RESIDENTIAL SCHOOL	57	29.4
REGULAR SCHOOL	23	11.9
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	20	10.3
DEVELOPMENTAL CENTER	19	9.8
HOSPITAL	16	8.2
CLINIC OR REHABILITATION AGENCY	11	5.7
OTHER FACILITY	48	24.7
INVALID OR NO RESPONSE	0	0.0

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Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
LESS THAN 100	63	32.5
100 TO 249	35	18.0
250 TO 499	25	12.9
500 TO 999	20	10.3
1,000 OR MORE	17	8.8
NOT APPLICABLE	33	17.0
INVALID OR NO RESPONSE	1	0.5

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SMALL CITY (25,000 -- 100,000)	47	24.2
TOWN (25,000 OR UNDER)	44	22.7
MEDIUM-SIZE CITY (100,000 -- 500,000)	32	16.5
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	22	11.3
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	21	10.8
LARGE CITY (500,000 OR LARGER)	16	8.2
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	12	6.2
INVALID OR NO RESPONSE	0	0.0

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SUBSECTION N. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

SUBSECTION N PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION M.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE TEACHERS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP, INDICATED IN THE UPPER RIGHT CORNER OF THE PAGE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND PRIMARY MODE OF COMMUNICATION) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

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CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
GROSS MOTOR DEVELOPMENT	41	21.1
SENSORY MOTOR INTEGRATION	32	16.5
ATTENDING/RESPONDING	31	16.0
SELF-ACCEPTANCE	22	11.3
AMBULATION (WALKING, CRAWLING--WITH/WITHOUT DEVICES)	20	10.3
FEEDING AND EATING	18	9.3
FINE MOTOR DEVELOPMENT	16	8.2
READING COMPREHENSION	15	7.7
DRESSING, GROOMING AND PERSONAL HYGIENE	15	7.7
CONCEPT DEVELOPMENT/GENERALIZATION	13	6.7
JOB PREPARATION/SKILLS DEVELOPMENT	12	6.2
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	11	5.7
APPROPRIATE SOCIAL BEHAVIOR	11	5.7
INTERPERSONAL RELATIONS	11	5.7
REASONING/DECISION MAKING SKILLS	10	5.2
USE OF COMMUNICATION BOARD	10	5.2
COMPUTATION	10	5.2
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	9	4.6

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ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	553	95.0
TOTAL NUMBER OF RESPONSES POSSIBLE	582	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	35	6.3
5 TO 8	88	15.9
9 TO 11	90	16.3
12 TO 14	45	8.1
15 TO 17	70	12.7
18 AND OVER	63	11.4
11 AND YOUNGER	65	11.8
12 AND OLDER	85	15.4
INVALID OR NO RESPONSE	12	2.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	115	20.8
PRE-SCHOOL, AGES 3-4	76	13.7
PRIMARY, GRADES K-3	159	28.8
INTERMEDIATE, GRADES 4-6	34	6.1
JUNIOR HIGH, GRADES 7-9	25	4.5
HIGH SCHOOL, GRADES 10-12	30	5.4
INTERMEDIATE AND BELOW	47	8.5
JUNIOR AND SENIOR HIGH	63	11.4
INVALID OR NO RESPONSE	4	0.7

DISTRIBUTION OF PRIMARY MODE OF COMMUNICATION	FREQ.	PCT
STUDENT RESPONDS PRIMARILY BY TALKING	287	51.9
STUDENT RESPONDS PRIMARILY BY GESTURING/SIGNING	149	26.9
STUDENT RESPONDS PRIMARILY BY WRITING	56	10.1
STUDENT RESPONDS PRIMARILY THROUGH MANIPULATION OF COMMUNICATION DEVICES	39	7.1
STUDENT RESPONDS PRIMARILY BY TYPING	8	1.4
INVALID OR NO RESPONSE	14	2.5

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	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	553	95.0
TOTAL NUMBER OF RESPONSES POSSIBLE	582	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	58	10.5
3 TO 5	102	18.4
6 TO 10	130	23.5
11 TO 15	89	16.1
16 OR MORE	143	25.9
INVALID OR NO RESPONSE	31	5.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 4411 AND 6836 MIDPOINT 5624

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	323	58.4
GAMES, TOYS, PUZZLES	234	42.3
MANIPULATIVE OBJECTS AND TOOLS	232	42.0
WORKBOOKS, WORKTEXTS	199	36.0
RECORDS	170	30.7
MAPS, CHARTS, PICTURES, FLASHCARDS	163	29.5
FILMSTRIPS, SLIDES	155	28.0
CASSETTE AND REEL-TO-REEL TAPES	145	26.2
FILMS, FILMLOOPS	139	25.1
MAGAZINES, SPECIALIZED COMIC BOOKS	121	21.9
FLANNEL BOARD MATERIALS	111	20.1
SOUND FILMSTRIPS, SOUND SLIDES	104	18.8
MODELS	93	16.8
PROGRAMMED, SELF-INSTR. MATERIALS	92	16.6
MULTIMEDIA KITS	88	15.9
AUDIO FLASHCARDS	67	12.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	62	11.2
VIDEOTAPES, CLOSED-CIRCUIT TV	39	7.1
COMPUTER-ASSISTED INSTR. MATERIALS	18	3.3

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	235	42.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	223	40.3
WORKBOOKS, WORKTEXTS	214	38.7
GAMES, TOYS, PUZZLES	201	36.3
MAGAZINES, SPECIALIZED COMIC BOOKS	186	33.6
PROGRAMMED, SELF-INSTR. MATERIALS	178	32.2
CASSETTE AND REEL-TO-REEL TAPES	171	30.9
MULTIMEDIA KITS	164	29.7
RECORDS	153	27.7
FILMS, FILMLOOPS	150	27.1
SOUND FILMSTRIPS, SOUND SLIDES	142	25.7
FILMSTRIPS, SLIDES	137	24.8
VIDEOTAPES, CLOSED-CIRCUIT TV	128	23.1
AUDIO FLASHCARDS	118	21.3
MODELS	109	19.7
COMPUTER-ASSISTED INSTR. MATERIALS	109	19.7
MAPS, CHARTS, PICTURES, FLASHCARDS	103	18.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	100	18.1
FLANNEL BOARD MATERIALS	90	16.3

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	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	553	95.0
TOTAL NUMBER OF RESPONSES POSSIBLE	582	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	202	36.5
AVAILABLE MATERIALS TOO COSTLY	111	20.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	86	15.6
AVAILABLE MATERIALS POOR IN QUALITY	52	9.4
INVALID OR NO RESPONSE	102	18.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	167	30.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	165	29.8
INTEREST LEVEL INAPPROPRIATE	159	28.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	118	21.3
NOT RELEVANT TO MY CURRICULUM	112	20.3
CONCEPT LEVEL INAPPROPRIATE	104	18.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	74	13.4
POOR SEQUENCING OF LEARNING COMPONENTS	67	12.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	37	6.7
LANGUAGE LEVEL NOT UNIFORM	35	6.3
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	234	42.3
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	188	34.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	133	24.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	121	21.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	113	20.4
NO ADAPTIVE EQUIPMENT AVAILABLE	97	17.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	79	14.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	74	13.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	73	13.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	63	11.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	52	9.4
INADEQUATE TEACHER DIRECTIONS	37	6.7
REQUIRES TOO MUCH TEACHER TRAINING	26	4.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	133	24.1
POOR DURABILITY	65	11.8
DIFFICULT TO OPERATE AND/OR USE	61	11.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	53	9.6
POOR AUDIO QUALITY	38	6.9
DIFFICULT TO STORE/NOT PORTABLE	37	6.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	32	5.8
INADEQUATE HEALTH AND SAFETY FEATURES	11	2.0

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